AGENDA

REGULAR SCHOOL BOARD MEETING

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

November 17, 2026

6:00 P.M.

THIS MEETING IS OPEN TO THE PUBLIC

1. CALL TO ORDER
2. OPENING PRAYER
3. PLEDGE OF ALLEGIANCE
4. RECOGNITIONS

ITEMS FOR CONSENT

5. REVIEW OF MINUTES – **SEE ATTACHMENT**
   a. October 27, 2026, 4:30 p.m. – School Board Financial Workshop
   b. October 27, 2026, 6:00 p.m. – Regular School Board Meeting

   ACTION REQUESTED: The Superintendent recommends approval.
6. PERSONNEL MATTERS (resignations, retirements, recommendations, leaves of absence, terminations of services, volunteers, and job descriptions)
   a. Personnel 2026 – 2027 - **SEE PAGE #3**

   ACTION REQUESTED: The Superintendent recommends approval.
7. BUDGET AND FINANCIAL TRANSACTIONS
   a. 2025-26 Annual Financial Report (AFR) DOE Form ESE 348 – **SEE PAGE #5**

   Fund Source: N/A
   Amount: N/A

   ACTION REQUESTED: The Superintendent recommends approval.
8. AGREEMENTS/CONTRACT/PROJECT APPLICATIONS
   a. Contractual Agreement between DISC Village and the Gadsden County School Board – **SEE PAGE #36**

   Fund Source: N/A
   Amount: N/A

   ACTION REQUESTED: The Superintendent recommends approval.
   b. 2026 – 2028 School Health Services Plan – **SEE PAGE #43**

   Fund Source: General Fund
   Amount: $100,100.00 in four quarterly payments of $25,025.00

   ACTION REQUESTED: The Superintendent recommends approval.

c. Head Start Program Area of Non-Compliance Corrective Action Plan, Selection Criteria, Recruitment Plan and ERSEA Policies and Procedures – **SEE PAGE #77**

Fund Source: N/A
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

9. SCHOOL FACILITY/PROPERTY

a. Fire Sprinkler Proposal – **SEE PAGE #190**

Fund Source: General
Amount: $32,240.00

ACTION REQUESTED: The Superintendent recommends approval.

10. EDUCATIONAL ISSUES

a. 2026 – 2027 School Improvement Plans - **SEE PAGE #193**

Fund Source: N/A
Amount: N/A

• Chattahoochee Elementary School – **SEE PAGE #194**

• Gadsden Elementary Magnet School – **SEE PAGE #273**

• George W. Munroe Elementary School – **SEE PAGE #308**

• Greensboro Elementary School – **SEE PAGE #355**

• Stewart Street Elementary School – **SEE PAGE #405**

• Havana Magnet School – **SEE PAGE #445**

• West Gadsden Middle School – **SEE PAGE #581**

• Crossroad Academy Charter School – **SEE PAGE #619**

• Gadsden County High School – **SEE PAGE #656**

ACTION REQUESTED: The Superintendent recommends approval.

ITEMS FOR DISCUSSION

11. CITIZEN COMMENTS AND CONCERNS

12. EDUCATIONAL ITEMS BY THE SUPERINTENDENT

13. SCHOOL BOARD REQUESTS AND CONCERNS

14. 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

November 17, 2026

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 2026-2027

The following reflects the total number of full-time employees in this school district for the 2026-2027 school term, as of November 17, 2026.

Description Per DOE Classification	DOE Object#	#Employees November 2026
Classroom Teachers and Other Certified	120 & 130	254.00
Administrators	110	53.00
Non-Instructional	150, 160, & 170	328.00
		635.00
Part Time Instructional		2.00
Part Time Non-Instructional		3.00
Total		5.00
100% Grant Funded		151.00
Split Grant Funded		20.00
Total Grant Funded of 635 Employees		171.00

Sincerely,

Elijah Key, Jr.
Superintendent of Schools

Cathy S. Johnson
DISTRICT NO. 1
Havana, FL 32333
Midway, FL 32343

Steve Scott
DISTRICT NO. 2
Quincy, FL 32351
Havana, FL 32333

Leroy McMillan.
DISTRICT NO. 3
Chattahoochee, FL 323324
Greensboro, FL 32330

Charlie D. Frost
DISTRICT NO. 4
Gretna, FL 32332
Quincy, FL 32352

Stacey Hannigon
DISTRICT NO. 5
Quincy, FL 32351
Midway, FL 32343

AGENDA ITEM 6A INSTRUCTIONAL AND NON-INSTRUCTIONAL 2026/2027

INSTRUCTIONAL

Name	Location	Position	Effective Date
Dixon, Wilhemina	GEMS	Teacher	11/02/2026
Jackson, Kadijah	GCHS	Teacher	10/01/2026

NON INSTRUCTIONAL

Name	Location	Position	Effective Date
Chavers, Lisa	District/Food Service	School Food Srv. Production Coor	10/14/2026
Douglas, Tyree	WGMS	Attendance Assistant	11/02/2026
Johnson, Cedric	District/ESE	School Social Worker	11/03/2026
Stubbs, Andrea	HMS	Educational Paraprofessional	11/02/2026
Thomas, Laura	Transportation	Administrative Assistant	11/02/2026
Watson, Lorenzo	Transportation	Bus Driver	11/02/2026
Weatherspoon, Michelle	SSES	School Food Service Worker	11/03/2026
Williams, Sharaine	Transportation	Bus Driver	10/15/2026
Youmas, Deborah	HMS	School Food Service Manager	11/02/2026

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

LEAVE

Name	Location/Position	Beginning Date	End Date
Thomas, Marvin	WGMS/TOSA	10/28/2026	03/01/2027
Williams, Kieara	GWM/Teacher	10/28/2026	12/18/2026

RESIGNATION

Name	Location	Position	Effective Date
Alexander, Kieara	HMS	Educational Paraprofessional	10/27/2026
Chavers, Lisa*	District/Food Service	Chief Account Clerk	10/13/2026
Fuller, Quinten	CES	Teacher	11/30/2026
Hill, Brandon	GWM	Teacher	11/13/2026
Mitchell, Darrick	HMS	Teacher	11/05/2026
Parson-Buckhalt, Tiffany	District/Safe Schools	Safety Inv. Property Control Coor	11/04/2026
Thomas, Laura*	District/Finance	Chief Account Clerk	10/30/2026
Youmas, Deborah*	HMS	School Food Service Worker	10/30/2026

*Resigned to accept another position within the District

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

DROP RETIREMENT

Name	Location	Position	Effective Date
Wood, Lucy	Transportation	Administrative Assistant	10/31/2026

RETIREMENT

Name	Location	Position	Effective Date

TERMINATION

Name	Location	Position	Effective Date

OUT OF FIELD

Name	Location	Area Out of Field	# of Periods
Dixon, Wilhemina	GEMS	Reading Endorsement	All Periods
Jackson, Kadijah	GCHS	English	All Periods
Jackson, Kadijah	GCHS	Reading Endorsement	All Periods

SUBSTITUTES

TEACHER

Barkley, Velma
Roberts, Ya'Mya

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO: 7a

DATE OF SCHOOL BOARD MEETING: 11/17/2026

TITLE OF AGENDA ITEM: 2025-26 Annual Financial Report (AFR) DOE Form ESE 348

DIVISION: Business & Finance

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

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

The attached 2024-25 Annual Financial Report has been submitted to the Department of Education and requires final approval by the Board. Edits to the amounts reported may occur following its review by the Auditor General's Office.

FUND SOURCE: **N/A**

AMOUNT: **N/A**

PREPARED BY: **Marleni Bruner** MB

POSITION: **Director of Finance**

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 _____

FLORIDA DEPARTMENT OF EDUCATION
REPORT OF FINANCIAL DATA TO THE
COMMISSIONER OF EDUCATION (ESE 348)
DISTRICT SCHOOL BOARD OF GADSDEN COUNTY
For the Fiscal Year Ended June 30, 2026

Email completed form to:
OFFRSubmissions@fldoe.org
or
Mail completed form to:
Florida Department of Education
Office of Funding and Financial Reporting
325 West Gaines Street, Room 814
Tallahassee, Florida 32399-0400

INDEX:

		PAGE NUMBER FDOE
Exhibit K-1	Statement of Revenues, Expenditures and Changes in Fund Balance – General Fund	1-3
Exhibit K-2	Statement of Revenues, Expenditures and Changes in Fund Balance – Special Revenue Funds – Food Services	4-5
Exhibit K-3	Statement of Revenues, Expenditures and Changes in Fund Balance – Special Revenue Funds – Other Federal Programs	6-7
Exhibit K-4	Combining Statement of Revenues, Expenditures and Changes in Fund Balance – Special Revenue Funds – Federal Education Stabilization Fund	8-14
Exhibit K-5	Statement of Revenues, Expenditures and Changes in Fund Balance – Special Revenue Funds – Miscellaneous	15
Exhibit K-6	Combining Statement of Revenues, Expenditures and Changes in Fund Balances – Debt Service Funds	16
Exhibit K-7	Combining Statement of Revenues, Expenditures and Changes in Fund Balances – Capital Projects Funds	17-18
Exhibit K-8	Statement of Revenues, Expenditures and Changes in Fund Balance – Permanent Funds	19
Exhibit K-9	Combining Statement of Revenues, Expenses and Changes in Fund Net Position – Enterprise Funds	20
Exhibit K-10	Combining Statement of Revenues, Expenses and Changes in Fund Net Position – Internal Service Funds	21
Exhibit K-11	Combining Statement of Changes in Assets, Liabilities and Fiduciary Net Position – School Internal Funds	22
Exhibit K-12	Schedule of Long-Term Liabilities	23
Exhibit K-13	Schedule of Categorical Programs – Report of Expenditures and Available Funds	24
Exhibit K-14	Schedule of Selected Subobject Expenditures, Categorical Flexible Spending – General Fund Expenditures and Other Data Collection	25-28
Exhibit K-15	Supplemental Schedule – Voluntary Prekindergarten (VPK) Program, General Fund Expenditures	29
Exhibit K-16	Schedule 3, School Program Cost Report, General/Special Revenue Funds (Illustration only)	30
Exhibit K-17	Schedule 4, District Aggregate Program Cost Report, General/Special Revenue Funds (Illustration only)	31

The Report of Financial Data to the Commissioner of Education (ESE 348) for the fiscal year ended June 30, 2026, was submitted in accordance with rule 6A-1.0071, Florida Administrative Code [section 1001.51(12)(b), Florida Statutes]. This report was approved by the school board on November 17, 2026.

_____ _____
Signature of District School Superintendent Signature Date

DISTRICT SCHOOL BOARD OF GADSDEN COUNTY

STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE - GENERAL FUND

For the Fiscal Year Ended June 30, 2026

Exhibit K-1
FDOE Page 1
Fund 100

REVENUES	Account Number	
Federal Direct:		
Federal Impact, Current Operations	3121	
Reserve Officers Training Corps (ROTC)	3191	70,118.85
Miscellaneous Federal Direct	3199	
Total Federal Direct	3100	70,118.85
Federal Through State and Local:		
Medicaid	3202	81,171.64
National Forest Funds	3255	
Federal Through Local	3280	
Miscellaneous Federal Through State	3299	
Total Federal Through State and Local	3200	81,171.64
State:		
Florida Education Finance Program (FEFP)	3310	24,076,649.00
Workforce Development	3315	939,171.00
Workforce Development Capitalization Incentive Grant	3316	
Workforce Education Performance Incentives	3317	
Adults with Disabilities	3318	90,000.00
CO&DS Withheld for Administrative Expenditure	3323	4,371.30
Diagnostic and Learning Resources Centers	3335	
Sales Tax Distribution (s. 212.20(6)(d)6.a., F.S.)	3341	223,250.00
State Forest Funds	3342	15,419.54
State License Tax	3343	24,106.26
District Discretionary Lottery Funds	3344	
Categorical Programs:		
Class Size Reduction Operating Funds	3355	4,017,656.00
Florida School Recognition Funds	3361	79,620.00
Voluntary Prekindergarten Program	3371	525,482.40
Preschool Projects	3372	
Other State:		
Reading Programs	3373	
Full-Service Schools Program	3378	
State Through Local	3380	
Other Miscellaneous State Revenues	3399	410,779.77
Total State	3300	30,406,505.27
Local:		
Required Local Effort and District Nonvoted Operating Discretionary Tax	3411	10,200,337.04
District Voted Additional Operating Tax	3414	
Tax Redemptions	3421	232,769.13
Payment in Lieu of Taxes	3422	
Excess Fees	3423	
Tuition	3424	
Lease Revenue	3425	52,292.25
Interest on Investments	3431	78,068.90
Gain on Sale of Investments	3432	
Net Increase (Decrease) in Fair Value of Investments	3433	
Gifts, Grants and Bequests	3440	12,702.52
Interest Income - Leases	3445	
Student Fees:		
Adult General Education Course Fees	3461	
Postsec Career Cert-Appl Tech Diploma Course Fees	3462	
Continuing Workforce Education Course Fees	3463	
Capital Improvement Fees	3464	
Postsecondary Lab Fees	3465	
Lifelong Learning Fees	3466	
GED® Testing Fees	3467	
Financial Aid Fees	3468	
Other Student Fees	3469	
Other Fees:		
Preschool Program Fees	3471	
Prekindergarten Early Intervention Fees	3472	
School-Age Child Care Fees	3473	
Other Schools, Courses and Classes Fees	3479	
Miscellaneous Local:		
Bus Fees	3491	19,242.90
Transportation Services Rendered for School Activities	3492	17,688.10
Sale of Junk	3493	9,594.00
Receipt of Federal Indirect Cost Rate	3494	209,522.63
Other Miscellaneous Local Sources	3495	133,663.27
Refunds of Prior Year's Expenditures	3497	573,519.57
Collections for Lost, Damaged and Sold Textbooks	3498	
Receipt of Food Service Indirect Costs	3499	126,108.52
Total Local	3400	11,665,508.83
Total Revenues	3000	42,223,304.59

DISTRICT SCHOOL BOARD OF GADSDEN COUNTY
STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE - GENERAL FUND (Continued)
For the Fiscal Year Ended June 30, 2026

Exhibit K-1
FDOE Page 2
Fund 100

EXPENDITURES	Account Number	100 Salaries	200 Employee Benefits	300 Purchased Services	400 Energy Services	500 Materials and Supplies	600 Capital Outlay	700 Other	Totals
Current:									
Instruction	5000	14,859,900.50	3,969,797.72	5,109,966.91		1,199,666.44	206,337.41	182,689.93	25,528,358.91
Student Support Services	6100	1,258,284.47	408,709.66	88,625.27					1,755,619.40
Instructional Media Services	6200	343,670.86	81,167.74	20,333.50					445,172.10
Instruction and Curriculum Development Services	6300	336,165.96	106,257.92	17,772.22					460,196.10
Instructional Staff Training Services	6400	172,907.28	54,177.98	53,677.49		784.04			281,546.79
Instruction-Related Technology	6500	316,434.96	121,821.47	114,768.09		268.44	1,244.84		554,537.80
Board	7100	185,575.00	136,220.01	1,839,517.90		801.09	43.82	65,409.71	2,227,567.53
General Administration	7200	524,835.18	232,397.50	177,608.42		5,935.67	2,150.51	14,054.86	956,982.14
School Administration	7300	2,784,794.57	892,915.85	59,881.29		993.76	4,660.37	150.43	3,743,396.27
Facilities Acquisition and Construction	7410	80,987.50	18,294.47	6,856.00		1,430.82	376.25	349,709.00	457,654.04
Fiscal Services	7500	458,028.79	153,391.20	108,811.14		5,014.27		652.67	725,898.07
Food Services	7600	50,386.11	6,263.64						56,649.75
Central Services	7700	458,437.88	146,163.90	71,768.90		2,087.99		1,561.55	680,020.22
Student Transportation Services	7800	2,426,147.46	938,316.00	266,027.44	352,977.95	239,988.69	39,510.01	7,949.14	4,270,916.69
Operation of Plant	7900	1,651,674.88	623,989.86	1,221,199.26	1,682,390.19	58,728.64	29,683.96	180.00	5,267,846.79
Maintenance of Plant	8100	781,780.01	309,884.77	1,000,449.08	34,402.26	491,892.26	9,688.57	1,321.83	2,629,418.78
Administrative Technology Services	8200	351,162.50	110,325.12	451,647.98		9,341.69	21,252.13	409.38	944,138.80
Community Services	9100								0.00
Capital Outlay:									
Facilities Acquisition and Construction	7420								0.00
Other Capital Outlay	9300						138,953.09		138,953.09
Debt Service: (Function 9200)									
Redemption of Principal	710								0.00
Interest	720								0.00
Total Expenditures		27,041,173.91	8,310,094.81	10,608,910.89	2,069,770.40	2,016,933.80	453,900.96	624,088.50	51,124,873.27
Excess (Deficiency) of Revenues Over Expenditures									(8,901,568.68)

DISTRICT SCHOOL BOARD OF GADSDEN COUNTY
STATEMENT OF REVENUES, EXPENDITURES AND
CHANGES IN FUND BALANCE - GENERAL FUND (Continued)
For the Fiscal Year Ended June 30, 2026

Exhibit K-1
FDOE Page 3
Fund 100

OTHER FINANCING SOURCES (USES) and CHANGES IN FUND BALANCES	Account Number	
Loans	3720	20,700.00
Sale of Capital Assets	3730	
Loss Recoveries	3740	41,822.85
Transfers In:		
From Debt Service Funds	3620	
From Capital Projects Funds	3630	7,457,887.22
From Special Revenue Funds	3640	
From Permanent Funds	3660	
From Internal Service Funds	3670	
From Enterprise Funds	3690	
Total Transfers In	3600	7,457,887.22
Transfers Out: (Function 9700)		
To Debt Service Funds	920	(205,984.86)
To Capital Projects Funds	930	
To Special Revenue Funds	940	
To Permanent Funds	960	
To Internal Service Funds	970	
To Enterprise Funds	990	
Total Transfers Out	9700	(205,984.86)
Total Other Financing Sources (Uses)		7,314,425.21
Net Change In Fund Balance		(1,587,143.47)
Fund Balance, July 1, 2025	2800	1,640,194.50
Adjustments to Fund Balance	2891	1,252,223.13
Ending Fund Balance:		
Nonspendable Fund Balance	2710	52,427.11
Restricted Fund Balance	2720	461,751.51
Committed Fund Balance	2730	
Assigned Fund Balance	2740	
Unassigned Fund Balance	2750	791,095.54
Total Fund Balances, June 30, 2026	2700	1,305,274.16

DISTRICT SCHOOL BOARD OF GADSDEN COUNTY
STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE - SPECIAL REVENUE FUNDS - FOOD SERVICES
For the Fiscal Year Ended June 30, 2026

Exhibit K-2
FDOE Page 4
Fund 410

REVENUES	Account Number	
Federal :		
Miscellaneous Federal Direct	3199	
Federal Through State and Local:		
School Lunch Reimbursement	3261	2,775,212.07
School Breakfast Reimbursement	3262	1,036,482.30
Afterschool Snack Reimbursement	3263	13,784.40
Child Care Food Program	3264	
USDA-Donated Commodities	3265	
Cash in Lieu of Donated Foods	3266	
Summer Food Service Program	3267	120,907.81
Fresh Fruit and Vegetable Program	3268	172,306.96
Other Food Services	3269	
Federal Through Local	3280	
Miscellaneous Federal Through State	3299	
Total Federal Through State and Local	3200	4,118,693.54
State:		
School Breakfast Supplement	3337	23,066.00
School Lunch Supplement	3338	25,667.00
State Through Local	3380	
Other Miscellaneous State Revenues	3399	
Total State	3300	48,733.00
Local:		
Interest on Investments	3431	
Gain on Sale of Investments	3432	
Net Increase (Decrease) in Fair Value of Investments	3433	
Gifts, Grants and Bequests	3440	
Student Lunches	3451	
Student Breakfasts	3452	
Adult Breakfasts/Lunches	3453	
Student and Adult á la Carte Fees	3454	43,553.59
Student Snacks	3455	
Other Food Sales	3456	
Other Miscellaneous Local Sources	3495	10,757.41
Refunds of Prior Year's Expenditures	3497	
Total Local	3400	54,311.00
Total Revenues	3000	4,221,737.54

DISTRICT SCHOOL BOARD OF GADSDEN COUNTY
STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE - SPECIAL REVENUE FUNDS - FOOD SERVICES (Continued)
For the Fiscal Year Ended June 30, 2026

Exhibit K-2
FDOE Page 5
Fund 410

EXPENDITURES (Functions 7600/9300)	Account Number	
Salaries	100	1,252,047.53
Employee Benefits	200	477,290.72
Purchased Services	300	118,254.99
Energy Services	400	3,171.36
Materials and Supplies	500	2,781,843.97
Capital Outlay	600	41,190.65
Other	700	130,310.52
Other Capital Outlay (Function 9300)	600	0.00
Total Expenditures		4,804,109.74
Excess (Deficiency) of Revenues Over Expenditures		(582,372.20)
OTHER FINANCING SOURCES (USES) and CHANGES IN FUND BALANCES		
Loans	3720	
Sale of Capital Assets	3730	
Loss Recoveries	3740	
Transfers In:		
From General Fund	3610	
From Debt Service Funds	3620	
From Capital Projects Funds	3630	
Interfund	3650	
From Permanent Funds	3660	
From Internal Service Funds	3670	
From Enterprise Funds	3690	
Total Transfers In	3600	0.00
Transfers Out: (Function 9700)		
To General Fund	910	
To Debt Service Funds	920	
To Capital Projects Funds	930	
Interfund	950	
To Permanent Funds	960	
To Internal Service Funds	970	
To Enterprise Funds	990	
Total Transfers Out	9700	0.00
Total Other Financing Sources (Uses)		0.00
Net Change in Fund Balance		(582,372.20)
Fund Balance, July 1, 2025	2800	1,445,173.65
Adjustments to Fund Balance	2891	
Ending Fund Balance:		
Nonspendable Fund Balance	2710	106,963.11
Restricted Fund Balance	2720	755,838.34
Committed Fund Balance	2730	
Assigned Fund Balance	2740	
Unassigned Fund Balance	2750	
Total Fund Balances, June 30, 2026	2700	862,801.45

DISTRICT SCHOOL BOARD OF GADSDEN COUNTY
STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE - SPECIAL REVENUE FUNDS - OTHER FEDERAL PROGRAMS
For the Fiscal Year Ended June 30, 2026

Exhibit K-3
FDOE Page 6
Fund 420

REVENUES	Account Number	
Federal Direct:		
Head Start	3130	2,431,963.62
Workforce Innovation and Opportunity Act	3170	
Community Action Programs	3180	
Reserve Officers Training Corps (ROTC)	3191	
Pell Grants	3192	
Miscellaneous Federal Direct	3199	
Total Federal Direct	3100	2,431,963.62
Federal Through State and Local:		
Career and Technical Education	3201	188,766.65
Medicaid	3202	
Individuals with Disabilities Education Act (IDEA)	3230	1,657,895.90
Workforce Innovation and Opportunity Act:		
Adult General Education	3221	110,565.19
English Literacy and Civics Education	3222	
Adult Migrant Education	3223	
Other WIOA Programs	3224	
ESSA - Elementary and Secondary Education Act:		
Elementary and Secondary Education Act - Title I	3240	6,341,690.76
Teacher and Principal Training and Recruiting - Title II, Part A	3225	623,501.40
Math and Science Partnerships - Title II, Part B	3226	
Language Instruction - Title III	3241	39,308.57
Twenty-First Century Schools - Title IV	3242	423,237.85
Federal Through Local	3280	
Emergency Immigrant Education Program	3293	
Miscellaneous Federal Through State	3299	62,816.06
Total Federal Through State and Local	3200	9,447,782.38
State:		
State Through Local	3380	
Other Miscellaneous State Revenues	3399	
Total State	3300	0.00
Local:		
Interest on Investments	3431	
Gain on Sale of Investments	3432	
Net Increase (Decrease) in Fair Value of Investments	3433	
Gifts, Grants and Bequests	3440	
Adult General Education Course Fees	3461	
Sale of Junk	3493	
Other Miscellaneous Local Sources	3495	
Refunds of Prior Year's Expenditures	3497	
Total Local	3400	0.00
Total Revenues	3000	11,879,746.00

DISTRICT SCHOOL BOARD OF GADSDEN COUNTY
STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE - SPECIAL REVENUE FUNDS - OTHER FEDERAL PROGRAMS (Continued
For the Fiscal Year Ended June 30, 2026

Exhibit K-3
FDOE Page 7
Fund 420

EXPENDITURES	Account Number	100 Salaries	200 Employee Benefits	300 Purchased Services	400 Energy Services	500 Materials and Supplies	600 Capital Outlay	700 Other	Totals
Current:									
Instruction	5000	2,911,656.04	1,041,264.11	1,032,502.51		622,370.10	1,864,851.24	19,746.50	7,492,390.50
Student Support Services	6100	728,490.45	272,897.65	49,995.83		38,876.48			1,090,260.41
Instructional Media Services	6200								0.00
Instruction and Curriculum Development Services	6300	1,218,792.23	415,812.24	18,044.38		15,206.21			1,667,855.06
Instructional Staff Training Services	6400	434,125.20	101,585.06	402,103.98		38,983.58		7,699.45	984,497.27
Instruction-Related Technology	6500			54,999.96			38,300.00		93,299.96
Board	7100								0.00
General Administration	7200			215.26				142,308.10	142,523.36
School Administration	7300	89,272.56	33,730.46	4,676.31					127,679.33
Facilities Acquisition and Construction	7410								0.00
Fiscal Services	7500								0.00
Food Services	7600								0.00
Central Services	7700	81,618.80	30,163.87	15,362.51		714.40			127,859.58
Student Transportation Services	7800	41,726.94	9,271.04	1,000.00	61,700.26				113,698.24
Operation of Plant	7900	8,580.00	2,545.67	25,508.58	2,316.04				38,950.29
Maintenance of Plant	8100			732.00					732.00
Administrative Technology Services	8200								0.00
Community Services	9100								0.00
Capital Outlay:									
Facilities Acquisition and Construction	7420								0.00
Other Capital Outlay	9300								0.00
Total Expenditures		5,514,262.22	1,907,270.10	1,605,141.32	64,016.30	716,150.77	1,903,151.24	169,754.05	11,879,746.00
Excess (Deficiency) of Revenues over Expenditures									0.00

OTHER FINANCING SOURCES (USES) and CHANGES IN FUND BALANCES	Account Number	
Loans	3720	
Sale of Capital Assets	3730	
Loss Recoveries	3740	
Transfers In:		
From General Fund	3610	
From Debt Service Funds	3620	
From Capital Projects Funds	3630	
Interfund	3650	
From Permanent Funds	3660	
From Internal Service Funds	3670	
From Enterprise Funds	3690	
Total Transfers In	3600	0.00
Transfers Out: (Function 9700)		
To the General Fund	910	
To Debt Service Funds	920	
To Capital Projects Funds	930	
Interfund	950	
To Permanent Funds	960	
To Internal Service Funds	970	
To Enterprise Funds	990	
Total Transfers Out	9700	0.00
Total Other Financing Sources (Uses)		0.00
Net Change in Fund Balance		0.00
Fund Balance, July 1, 2025	2800	
Adjustments to Fund Balance	2891	
Ending Fund Balance:		
Nonspendable Fund Balance	2710	
Restricted Fund Balance	2720	
Committed Fund Balance	2730	
Assigned Fund Balance	2740	
Unassigned Fund Balance	2750	
Total Fund Balances, June 30, 2026	2700	0.00

DISTRICT SCHOOL BOARD OF GADSDEN COUNTY
COMBINING STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE - SPECIAL REVENUE FUNDS
CORONAVIRUS AID, RELIEF AND ECONOMIC SECURITY (CARES) ACT
CORONAVIRUS RESPONSE & RELIEF SUPPLEMENTAL APPROPRIATIONS (CRRSA) ACT RELIEF FUND
AMERICAN RESCUE PLAN (ARP) RELIEF FUND

Exhibit K-4

For the Fiscal Year Ended June 30, 2026

DOE Page 8

REVENUES	Account Number	Elem. & Sec. School Emergency Relief (ESSER) **441**	Other CARES Act Relief Fund (Including GEER) **442**	Elem. & Sec. School Emergency Relief (ESSER II) **443**	Other CRRSA Act Relief Fund (Including GEER II) **444**	Elem. & Sec. School Emergency Relief (ESSER III) **445**	Other ARP Act Relief Fund **446**	Totals
Federal Direct:								
Miscellaneous Federal Direct	3199							0.00
Total Federal Direct:	3100	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Federal Through State and Local:								
Education Stabilization Funds - K-12	3271							0.00
Education Stabilization Funds - Workforce	3272							0.00
Education Stabilization Funds - VPK	3273							0.00
Federal Through Local	3280							0.00
Miscellaneous Federal Through State	3299							0.00
Total Federal Through State and Local	3200	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Local:								
Other Miscellaneous Local Sources	3495							0.00
Total Local	3400	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Revenues	3000	0.00	0.00	0.00	0.00	0.00	0.00	0.00

DISTRICT SCHOOL BOARD OF GADSDEN COUNTY
STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE - SPECIAL REVENUE FUNDS - ELEMENTARY AND SECONDARY SCHOOL EMERGENCY RELIEF (ESSER)
For the Fiscal Year Ended June 30, 2026

Exhibit K-4
FDOE Page 9
Fund 441

EXPENDITURES	Account Number	100 Salaries	200 Employee Benefits	300 Purchased Services	400 Energy Services	500 Materials and Supplies	600 Capital Outlay	700 Other	Totals
Current:									
Instruction	5000								0.00
Student Support Services	6100								0.00
Instructional Media Services	6200								0.00
Instruction and Curriculum Development Services	6300								0.00
Instructional Staff Training Services	6400								0.00
Instruction-Related Technology	6500								0.00
Board	7100								0.00
General Administration	7200								0.00
School Administration	7300								0.00
Facilities Acquisition and Construction	7410								0.00
Fiscal Services	7500								0.00
Food Services	7600								0.00
Central Services	7700								0.00
Student Transportation Services	7800								0.00
Operation of Plant	7900								0.00
Maintenance of Plant	8100								0.00
Administrative Technology Services	8200								0.00
Community Services	9100								0.00
Capital Outlay:									
Facilities Acquisition and Construction	7420								0.00
Other Capital Outlay	9300								0.00
Total Expenditures		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Excess (Deficiency) of Revenues over Expenditures									0.00

OTHER FINANCING SOURCES (USES) and CHANGES IN FUND BALANCES	Account Number	
Loans	3720	
Sale of Capital Assets	3730	
Loss Recoveries	3740	
Transfers In:		
From General Fund	3610	
From Debt Service Funds	3620	
From Capital Projects Funds	3630	
Interfund	3650	
From Permanent Funds	3660	
From Internal Service Funds	3670	
From Enterprise Funds	3690	
Total Transfers In	3600	0.00
Transfers Out: (Function 9700)		
To the General Fund	910	
To Debt Service Funds	920	
To Capital Projects Funds	930	
Interfund	950	
To Permanent Funds	960	
To Internal Service Funds	970	
To Enterprise Funds	990	
Total Transfers Out	9700	0.00
Total Other Financing Sources (Uses)		0.00
Net Change in Fund Balance		0.00
Fund Balance, July 1, 2025	2800	
Adjustments to Fund Balance	2891	
Ending Fund Balance:		
Nonspendable Fund Balance	2710	
Restricted Fund Balance	2720	
Committed Fund Balance	2730	
Assigned Fund Balance	2740	
Unassigned Fund Balance	2750	
Total Fund Balances, June 30, 2026	2700	0.00

DISTRICT SCHOOL BOARD OF GADSDEN COUNTY
STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE - SPECIAL REVENUE FUNDS - OTHER CARES ACT RELIEF FUND (INCLUDING GEER)
For the Fiscal Year Ended June 30, 2026

Exhibit K-4
FDOE Page 10
Fund 442

EXPENDITURES	Account Number	100 Salaries	200 Employee Benefits	300 Purchased Services	400 Energy Services	500 Materials and Supplies	600 Capital Outlay	700 Other	Totals
Current:									
Instruction	5000								0.00
Student Support Services	6100								0.00
Instructional Media Services	6200								0.00
Instruction and Curriculum Development Services	6300								0.00
Instructional Staff Training Services	6400								0.00
Instruction-Related Technology	6500								0.00
Board	7100								0.00
General Administration	7200								0.00
School Administration	7300								0.00
Facilities Acquisition and Construction	7410								0.00
Fiscal Services	7500								0.00
Food Services	7600								0.00
Central Services	7700								0.00
Student Transportation Services	7800								0.00
Operation of Plant	7900								0.00
Maintenance of Plant	8100								0.00
Administrative Technology Services	8200								0.00
Community Services	9100								0.00
Capital Outlay:									
Facilities Acquisition and Construction	7420								0.00
Other Capital Outlay	9300								0.00
Total Expenditures		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Excess (Deficiency) of Revenues over Expenditures									0.00

OTHER FINANCING SOURCES (USES) and CHANGES IN FUND BALANCES	Account Number	
Loans	3720	
Sale of Capital Assets	3730	
Loss Recoveries	3740	
Transfers In:		
From General Fund	3610	
From Debt Service Funds	3620	
From Capital Projects Funds	3630	
Interfund	3650	
From Permanent Funds	3660	
From Internal Service Funds	3670	
From Enterprise Funds	3690	
Total Transfers In	3600	0.00
Transfers Out: (Function 9700)		
To the General Fund	910	
To Debt Service Funds	920	
To Capital Projects Funds	930	
Interfund	950	
To Permanent Funds	960	
To Internal Service Funds	970	
To Enterprise Funds	990	
Total Transfers Out	9700	0.00
Total Other Financing Sources (Uses)		0.00
Net Change in Fund Balance		0.00
Fund Balance, July 1, 2025	2800	
Adjustments to Fund Balance	2891	
Ending Fund Balance:		
Nonspendable Fund Balance	2710	
Restricted Fund Balance	2720	
Committed Fund Balance	2730	
Assigned Fund Balance	2740	
Unassigned Fund Balance	2750	
Total Fund Balances, June 30, 2026	2700	0.00

DISTRICT SCHOOL BOARD OF GADSDEN COUNTY
STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE - SPECIAL REVENUE FUNDS - ELEMENTARY AND SECONDARY SCHOOL EMERGENCY RELIEF II (ESSER II)
For the Fiscal Year Ended June 30, 2026

Exhibit K-4
FDOE Page 11
Fund 443

EXPENDITURES	Account Number	100 Salaries	200 Employee Benefits	300 Purchased Services	400 Energy Services	500 Materials and Supplies	600 Capital Outlay	700 Other	Totals
Current:									
Instruction	5000								0.00
Student Support Services	6100								0.00
Instructional Media Services	6200								0.00
Instruction and Curriculum Development Services	6300								0.00
Instructional Staff Training Services	6400								0.00
Instruction-Related Technology	6500								0.00
Board	7100								0.00
General Administration	7200								0.00
School Administration	7300								0.00
Facilities Acquisition and Construction	7410								0.00
Fiscal Services	7500								0.00
Food Services	7600								0.00
Central Services	7700								0.00
Student Transportation Services	7800								0.00
Operation of Plant	7900								0.00
Maintenance of Plant	8100								0.00
Administrative Technology Services	8200								0.00
Community Services	9100								0.00
Capital Outlay:									
Facilities Acquisition and Construction	7420								0.00
Other Capital Outlay	9300								0.00
Total Expenditures		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Excess (Deficiency) of Revenues over Expenditures									0.00

OTHER FINANCING SOURCES (USES) and CHANGES IN FUND BALANCES	Account Number	
Loans	3720	
Sale of Capital Assets	3730	
Loss Recoveries	3740	
Transfers In:		
From General Fund	3610	
From Debt Service Funds	3620	
From Capital Projects Funds	3630	
Interfund	3650	
From Permanent Funds	3660	
From Internal Service Funds	3670	
From Enterprise Funds	3690	
Total Transfers In	3600	0.00
Transfers Out: (Function 9700)		
To the General Fund	910	
To Debt Service Funds	920	
To Capital Projects Funds	930	
Interfund	950	
To Permanent Funds	960	
To Internal Service Funds	970	
To Enterprise Funds	990	
Total Transfers Out	9700	0.00
Total Other Financing Sources (Uses)		0.00
Net Change in Fund Balance		0.00
Fund Balance, July 1, 2025	2800	
Adjustments to Fund Balance	2891	
Ending Fund Balance:		
Nonspendable Fund Balance	2710	
Restricted Fund Balance	2720	
Committed Fund Balance	2730	
Assigned Fund Balance	2740	
Unassigned Fund Balance	2750	
Total Fund Balances, June 30, 2026	2700	0.00

DISTRICT SCHOOL BOARD OF GADSDEN COUNTY
STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE - SPECIAL REVENUE FUNDS - OTHER CRRSA ACT RELIEF FUND (INCLUDING GEER II)
For the Fiscal Year Ended June 30, 2026

Exhibit K-4
FDOE Page 12
Fund 444

EXPENDITURES	Account Number	100 Salaries	200 Employee Benefits	300 Purchased Services	400 Energy Services	500 Materials and Supplies	600 Capital Outlay	700 Other	Totals
Current:									
Instruction	5000								0.00
Student Support Services	6100								0.00
Instructional Media Services	6200								0.00
Instruction and Curriculum Development Services	6300								0.00
Instructional Staff Training Services	6400								0.00
Instruction-Related Technology	6500								0.00
Board	7100								0.00
General Administration	7200								0.00
School Administration	7300								0.00
Facilities Acquisition and Construction	7410								0.00
Fiscal Services	7500								0.00
Food Services	7600								0.00
Central Services	7700								0.00
Student Transportation Services	7800								0.00
Operation of Plant	7900								0.00
Maintenance of Plant	8100								0.00
Administrative Technology Services	8200								0.00
Community Services	9100								0.00
Capital Outlay:									
Facilities Acquisition and Construction	7420								0.00
Other Capital Outlay	9300								0.00
Total Expenditures		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Excess (Deficiency) of Revenues over Expenditures									0.00

OTHER FINANCING SOURCES (USES) and CHANGES IN FUND BALANCES	Account Number	
Loans	3720	
Sale of Capital Assets	3730	
Loss Recoveries	3740	
Transfers In:		
From General Fund	3610	
From Debt Service Funds	3620	
From Capital Projects Funds	3630	
Interfund	3650	
From Permanent Funds	3660	
From Internal Service Funds	3670	
From Enterprise Funds	3690	
Total Transfers In	3600	0.00
Transfers Out: (Function 9700)		
To the General Fund	910	
To Debt Service Funds	920	
To Capital Projects Funds	930	
Interfund	950	
To Permanent Funds	960	
To Internal Service Funds	970	
To Enterprise Funds	990	
Total Transfers Out	9700	0.00
Total Other Financing Sources (Uses)		0.00
Net Change in Fund Balance		0.00
Fund Balance, July 1, 2025	2800	
Adjustments to Fund Balance	2891	
Ending Fund Balance:		
Nonspendable Fund Balance	2710	
Restricted Fund Balance	2720	
Committed Fund Balance	2730	
Assigned Fund Balance	2740	
Unassigned Fund Balance	2750	
Total Fund Balances, June 30, 2026	2700	0.00

DISTRICT SCHOOL BOARD OF GADSDEN COUNTY
STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE - SPECIAL REVENUE FUNDS - ELEMENTARY AND SECONDARY SCHOOL EMERGENCY RELIEF III (ESSER III)
For the Fiscal Year Ended June 30, 2026

Exhibit K-4
FDOE Page 13
Fund 445

EXPENDITURES	Account Number	100 Salaries	200 Employee Benefits	300 Purchased Services	400 Energy Services	500 Materials and Supplies	600 Capital Outlay	700 Other	Totals
Current:									
Instruction	5000								0.00
Student Support Services	6100								0.00
Instructional Media Services	6200								0.00
Instruction and Curriculum Development Services	6300								0.00
Instructional Staff Training Services	6400								0.00
Instruction-Related Technology	6500								0.00
Board	7100								0.00
General Administration	7200								0.00
School Administration	7300								0.00
Facilities Acquisition and Construction	7410								0.00
Fiscal Services	7500								0.00
Food Services	7600								0.00
Central Services	7700								0.00
Student Transportation Services	7800								0.00
Operation of Plant	7900								0.00
Maintenance of Plant	8100								0.00
Administrative Technology Services	8200								0.00
Community Services	9100								0.00
Capital Outlay:									
Facilities Acquisition and Construction	7420								0.00
Other Capital Outlay	9300								0.00
Total Expenditures		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Excess (Deficiency) of Revenues over Expenditures									0.00

OTHER FINANCING SOURCES (USES) and CHANGES IN FUND BALANCES	Account Number	
Loans	3720	
Sale of Capital Assets	3730	
Loss Recoveries	3740	
Transfers In:		
From General Fund	3610	
From Debt Service Funds	3620	
From Capital Projects Funds	3630	
Interfund	3650	
From Permanent Funds	3660	
From Internal Service Funds	3670	
From Enterprise Funds	3690	
Total Transfers In	3600	0.00
Transfers Out: (Function 9700)		
To the General Fund	910	
To Debt Service Funds	920	
To Capital Projects Funds	930	
Interfund	950	
To Permanent Funds	960	
To Internal Service Funds	970	
To Enterprise Funds	990	
Total Transfers Out	9700	0.00
Total Other Financing Sources (Uses)		0.00
Net Change in Fund Balance		0.00
Fund Balance, July 1, 2025	2800	
Adjustments to Fund Balance	2891	
Ending Fund Balance:		
Nonspendable Fund Balance	2710	
Restricted Fund Balance	2720	
Committed Fund Balance	2730	
Assigned Fund Balance	2740	
Unassigned Fund Balance	2750	
Total Fund Balances, June 30, 2026	2700	0.00

DISTRICT SCHOOL BOARD OF GADSDEN COUNTY
STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE - SPECIAL REVENUE FUNDS - OTHER ARP ACT RELIEF FUND
For the Fiscal Year Ended June 30, 2026

Exhibit K-4
FDOE Page 14
Fund 446

EXPENDITURES	Account Number	100 Salaries	200 Employee Benefits	300 Purchased Services	400 Energy Services	500 Materials and Supplies	600 Capital Outlay	700 Other	Totals
Current:									
Instruction	5000								0.00
Student Support Services	6100								0.00
Instructional Media Services	6200								0.00
Instruction and Curriculum Development Services	6300								0.00
Instructional Staff Training Services	6400								0.00
Instruction-Related Technology	6500								0.00
Board	7100								0.00
General Administration	7200								0.00
School Administration	7300								0.00
Facilities Acquisition and Construction	7410								0.00
Fiscal Services	7500								0.00
Food Services	7600								0.00
Central Services	7700								0.00
Student Transportation Services	7800								0.00
Operation of Plant	7900								0.00
Maintenance of Plant	8100								0.00
Administrative Technology Services	8200								0.00
Community Services	9100								0.00
Capital Outlay:									
Facilities Acquisition and Construction	7420								0.00
Other Capital Outlay	9300								0.00
Total Expenditures		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Excess (Deficiency) of Revenues over Expenditures									0.00

OTHER FINANCING SOURCES (USES) and CHANGES IN FUND BALANCES	Account Number	
Loans	3720	
Sale of Capital Assets	3730	
Loss Recoveries	3740	
Transfers In:		
From General Fund	3610	
From Debt Service Funds	3620	
From Capital Projects Funds	3630	
Interfund	3650	
From Permanent Funds	3660	
From Internal Service Funds	3670	
From Enterprise Funds	3690	
Total Transfers In	3600	0.00
Transfers Out: (Function 9700)		
To the General Fund	910	
To Debt Service Funds	920	
To Capital Projects Funds	930	
Interfund	950	
To Permanent Funds	960	
To Internal Service Funds	970	
To Enterprise Funds	990	
Total Transfers Out	9700	0.00
Total Other Financing Sources (Uses)		0.00
Net Change in Fund Balance		0.00
Fund Balance, July 1, 2025	2800	
Adjustments to Fund Balance	2891	
Ending Fund Balance:		
Nonspendable Fund Balance	2710	
Restricted Fund Balance	2720	
Committed Fund Balance	2730	
Assigned Fund Balance	2740	
Unassigned Fund Balance	2750	
Total Fund Balances, June 30, 2026	2700	0.00

DISTRICT SCHOOL BOARD OF GADSDEN COUNTY
STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE - SPECIAL REVENUE FUNDS - MISCELLANEOUS
For the Fiscal Year Ended June 30, 2026

Exhibit K-5
FDOE Page 15
Fund 490

REVENUES	Account Number	
Federal Through State and Local:		
Federal Through Local	3280	
Miscellaneous Federal Through State	3299	
Total Federal Through State and Local	3200	0.00
State:		
Other Miscellaneous State Revenues	3399	
Local:		
Interest on Investments	3431	
Gain on Sale of Investments	3432	
Net Increase (Decrease) in Fair Value of Investments	3433	
Gifts, Grants and Bequests	3440	
Other Miscellaneous Local Sources	3495	
Total Local	3400	0.00
Total Revenues	3000	0.00

EXPENDITURES	Account Number	100 Salaries	200 Employee Benefits	300 Purchased Services	400 Energy Services	500 Materials and Supplies	600 Capital Outlay	700 Other	Totals
Current:									
Instruction	5000								0.00
Student Support Services	6100								0.00
Instructional Media Services	6200								0.00
Instruction and Curriculum Development Services	6300								0.00
Instructional Staff Training Services	6400								0.00
Instruction-Related Technology	6500								0.00
Board	7100								0.00
General Administration	7200								0.00
School Administration	7300								0.00
Facilities Acquisition and Construction	7410								0.00
Fiscal Services	7500								0.00
Food Services	7600								0.00
Central Services	7700								0.00
Student Transportation Services	7800								0.00
Operation of Plant	7900								0.00
Maintenance of Plant	8100								0.00
Administrative Technology Services	8200								0.00
Community Services	9100								0.00
Capital Outlay:									
Facilities Acquisition and Construction	7420								0.00
Other Capital Outlay	9300								0.00
Total Expenditures		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Excess (Deficiency) of Revenues over Expenditures									0.00

OTHER FINANCING SOURCES (USES) and CHANGES IN FUND BALANCES	Account Number	
Loss Recoveries	3740	
Transfers In:		
From General Fund	3610	
From Debt Service Funds	3620	
From Capital Projects Funds	3630	
Interfund	3650	
From Permanent Funds	3660	
From Internal Service Funds	3670	
From Enterprise Funds	3690	
Total Transfers In	3600	0.00
Transfers Out: (Function 9700)		
To General Fund	910	
To Debt Service Funds	920	
To Capital Projects Funds	930	
Interfund	950	
To Permanent Funds	960	
To Internal Service Funds	970	
To Enterprise Funds	990	
Total Transfers Out	9700	0.00
Total Other Financing Sources (Uses)		0.00
Net Change in Fund Balance		0.00
Fund Balance, July 1, 2025	2800	
Adjustments to Fund Balance	2891	
Ending Fund Balance:		
Nonspendable Fund Balance	2710	
Restricted Fund Balance	2720	
Committed Fund Balance	2730	
Assigned Fund Balance	2740	
Unassigned Fund Balance	2750	
Total Fund Balances, June 30, 2026	2700	0.00

DISTRICT SCHOOL BOARD OF GADSDEN COUNTY
COMBINING STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES - DEBT SERVICE FUNDS
For the Fiscal Year Ended June 30, 2026

Exhibit K-6
FDOE Page 16
Funds 200

REVENUES	Account Number	SBE/COBI Bonds **210**	Special Act Bonds **220**	Sections 1011.14 and 1011.15, F.S., Loans **230**	Motor Vehicle Revenue Bonds **240**	District Bonds **250**	Other Debt Service **290**	ARRA Economic Stimulus Debt Service **299**	Totals
Federal:									
Miscellaneous Federal Direct	3199								0.00
Miscellaneous Federal Through State	3299								0.00
State:									
CO&DS Withheld for SBE/COBI Bonds	3322								0.00
SBE/COBI Bond Interest	3326								0.00
Sales Tax Distribution (s. 212.20(6)(d)6.a., F.S.)	3341								0.00
Other Miscellaneous State Revenues	3399								0.00
Total State Sources	3300	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Local:									
District Debt Service Taxes	3412								0.00
County Local Sales Tax	3418								0.00
School District Local Sales Tax	3419								0.00
Tax Redemptions	3421								0.00
Payment in Lieu of Taxes	3422								0.00
Excess Fees	3423								0.00
Interest on Investments	3431								0.00
Gain on Sale of Investments	3432								0.00
Net Increase (Decrease) in Fair Value of Investments	3433								0.00
Gifts, Grants and Bequests	3440								0.00
Other Miscellaneous Local Sources	3495								0.00
Impact Fees	3496								0.00
Refunds of Prior Year's Expenditures	3497								0.00
Total Local Sources	3400	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Revenues	3000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
EXPENDITURES									
Debt Service (Function 9200)									
Redemption of Principal	710						181,168.04		181,168.04
Interest	720						24,547.64		24,547.64
Dues and Fees	730								0.00
Other Debt Service	791								0.00
Total Expenditures		0.00	0.00	0.00	0.00	0.00	205,715.68	0.00	205,715.68
Excess (Deficiency) of Revenues Over Expenditures		0.00	0.00	0.00	0.00	0.00	(205,715.68)	0.00	(205,715.68)
OTHER FINANCING SOURCES (USES) and CHANGES IN FUND BALANCE	Account Number	SBE/COBI Bonds **210**	Special Act Bonds **220**	Sections 1011.14 and 1011.15, F.S., Loans **230**	Motor Vehicle Revenue Bonds **240**	District Bonds **250**	Other Debt Service **290**	ARRA Economic Stimulus Debt Service **299**	Totals
Issuance of Bonds	3710								0.00
Premium on Sale of Bonds	3791								0.00
Discount on Sale of Bonds (Function 9299)	891								0.00
Proceeds of Lease-Purchase Agreements	3750								0.00
Premium on Lease-Purchase Agreements	3793								0.00
Discount on Lease-Purchase Agreements (Function 9299)	893								0.00
Loans	3720								0.00
Proceeds of Forward Supply Contract	3760								0.00
Face Value of Refunding Bonds	3715								0.00
Premium on Refunding Bonds	3792								0.00
Discount on Refunding Bonds (Function 9299)	892								0.00
Payments to Refunded Bonds Escrow Agent (Function 9299)	761								0.00
Refunding Lease-Purchase Agreements	3755								0.00
Premium on Refunding Lease-Purchase Agreements	3794								0.00
Discount on Refunding Lease-Purchase Agmnts (Function 9299)	894								0.00
Payments to Refunded Lease-Purchase Escrow Agent (Function 9299)	762								0.00
Transfers In:									
From General Fund	3610						205,984.86		205,984.86
From Capital Projects Funds	3630								0.00
From Special Revenue Funds	3640								0.00
Interfund	3650								0.00
From Permanent Funds	3660								0.00
From Internal Service Funds	3670								0.00
From Enterprise Funds	3690								0.00
Total Transfers In	3600	0.00	0.00	0.00	0.00	0.00	205,984.86	0.00	205,984.86
Transfers Out: (Function 9700)									
To General Fund	910								0.00
To Capital Projects Funds	930								0.00
To Special Revenue Funds	940								0.00
Interfund	950								0.00
To Permanent Funds	960								0.00
To Internal Service Funds	970								0.00
To Enterprise Funds	990								0.00
Total Transfers Out	9700	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Other Financing Sources (Uses)		0.00	0.00	0.00	0.00	0.00	205,984.86	0.00	205,984.86
Net Change in Fund Balances		0.00	0.00	0.00	0.00	0.00	269.18	0.00	269.18
Fund Balance, July 1, 2025	2800						16,285.27		16,285.27
Adjustments to Fund Balances	2891								0.00
Ending Fund Balance:									
Nonspendable Fund Balance	2710								0.00
Restricted Fund Balance	2720						16,554.45		16,554.45
Committed Fund Balance	2730								0.00
Assigned Fund Balance	2740								0.00
Unassigned Fund Balance	2750								0.00
Total Fund Balances, June 30, 2026	2700	0.00	0.00	0.00	0.00	0.00	16,554.45	0.00	16,554.45

DISTRICT SCHOOL BOARD OF GADSDEN COUNTY
COMBINING STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES - CAPITAL PROJECTS FUNDS
For the Fiscal Year Ended June 30, 2026

Exhibit K-7
FDOE Page 17
Funds 300

REVENUES	Account Number	Capital Outlay Bond Issues (COBI) **310**	Special Act Bonds **320**	Sections 1011.14 and 1011.15, F.S., Loans **330**	Public Education Capital Outlay (PECO) **340**	District Bonds **350**	Capital Outlay and Debt Service Program (CO&DS) **360**	Nonvoted Capital Improvement Section 1011.71(2), F.S. **370**	Voted Capital Improvement Fund **380**	Other Capital Projects **390**	ARRA Economic Stimulus Capital Projects **399**	Totals
Federal:												
Miscellaneous Federal Direct	3199											0.00
Miscellaneous Federal Through State	3299											0.00
State:												
CO&DS Distributed	3321						287,048.70					287,048.70
Interest on Undistributed CO&DS	3325						12,891.87					12,891.87
Sales Tax Distribution (s. 212.20(6)(d)6.a., F.S.)	3341											0.00
State Through Local	3380											0.00
Public Education Capital Outlay (PECO)	3391											0.00
Classrooms First Program	3392											0.00
SMART Schools Small County Assistance Program	3395											0.00
Class Size Reduction Capital Outlay	3396											0.00
Charter School Capital Outlay Funding	3397				349,709.00							349,709.00
Other Miscellaneous State Revenues	3399											0.00
Total State Sources	3300	0.00	0.00	0.00	349,709.00	0.00	299,940.57	0.00	0.00	0.00	0.00	649,649.57
Local:												
District Local Capital Improvement Tax	3413							4,082,141.98				4,082,141.98
District Voted Additional Capital Improvement Tax	3415											0.00
County Local Sales Tax	3418											0.00
School District Local Sales Tax	3419											0.00
Tax Redemptions	3421							63,768.92				63,768.92
Payment in Lieu of Taxes	3422											0.00
Excess Fees	3423											0.00
Interest on Investments	3431									141,218.34		141,218.34
Gain on Sale of Investments	3432											0.00
Net Increase (Decrease) in Fair Value of Investments	3433											0.00
Gifts, Grants and Bequests	3440											0.00
Other Miscellaneous Local Sources	3495											0.00
Impact Fees	3496											0.00
Refunds of Prior Year's Expenditures	3497											0.00
Total Local Sources	3400	0.00	0.00	0.00	0.00	0.00	0.00	4,145,910.90	0.00	141,218.34	0.00	4,287,129.24
Total Revenues	3000	0.00	0.00	0.00	349,709.00	0.00	299,940.57	4,145,910.90	0.00	141,218.34	0.00	4,936,778.81
EXPENDITURES												
Capital Outlay: (Function 7400)												
Library Books	610											0.00
Audiovisual Materials	620											0.00
Buildings and Fixed Equipment	630				10,707,033.72							10,707,033.72
Furniture, Fixtures and Equipment	640											0.00
Motor Vehicles (Including Buses)	650											0.00
Land	660											0.00
Improvements Other Than Buildings	670									636,670.00		636,670.00
Remodeling and Renovations	680											0.00
Computer Software	690											0.00
Charter School Local Capital Improvement	793											0.00
Charter School Capital Outlay Sales Tax	795											0.00
Debt Service: (Function 9200)												
Redemption of Principal	710											0.00
Interest	720											0.00
Dues and Fees	730						365.17					365.17
Other Debt Service	791											0.00
Total Expenditures		0.00	0.00	0.00	10,707,033.72	0.00	365.17	0.00	0.00	636,670.00	0.00	11,344,068.89
Excess (Deficiency) of Revenues Over Expenditures		0.00	0.00	0.00	(10,357,324.72)	0.00	299,575.40	4,145,910.90	0.00	(495,451.66)	0.00	(6,407,290.08)

DISTRICT SCHOOL BOARD OF GADSDEN COUNTY
COMBINING STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES - CAPITAL PROJECTS FUNDS (Continued)
For the Fiscal Year Ended June 30, 2026

Exhibit K-7
FDOE Page 18
Funds 300

OTHER FINANCING SOURCES (USES) and CHANGES IN FUND BALANCE	Account Number	Capital Outlay Bond Issues (COBI) **310**	Special Act Bonds **320**	Sections 1011.14 and 1011.15, F.S., Loans **330**	Public Education Capital Outlay (PECO) **340**	District Bonds **350**	Capital Outlay and Debt Service Program (CO&DS) **360**	Nonvoted Capital Improvement Section 1011.71(2), F.S. **370**	Voted Capital Improvement Fund **380**	Other Capital Projects **390**	ARRA Economic Stimulus Capital Projects **399**	Totals
Issuance of Bonds	3710											0.00
Premium on Sale of Bonds	3791											0.00
Discount on Sale of Bonds (Function 9299)	891											0.00
Proceeds of Lease-Purchase Agreements	3750											0.00
Premium on Lease-Purchase Agreements	3793											0.00
Discount on Lease-Purchase Agreements (Function 9299)	893											0.00
Loans	3720											0.00
Sale of Capital Assets	3730											0.00
Loss Recoveries	3740											0.00
Proceeds of Forward Supply Contract	3760											0.00
Proceeds from Special Facility Construction Account	3770				13,727,818.27							13,727,818.27
Transfers In:												
From General Fund	3610											0.00
From Debt Service Funds	3620											0.00
From Special Revenue Funds	3640											0.00
Interfund	3650									2,315,768.26		2,315,768.26
From Permanent Funds	3660											0.00
From Internal Service Funds	3670											0.00
From Enterprise Funds	3690											0.00
Total Transfers In	3600	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,315,768.26	0.00	2,315,768.26
Transfers Out: (Function 9700)												
To General Fund	910				(880,396.72)			(2,785,124.94)		(3,792,365.56)		(7,457,887.22)
To Debt Service Funds	920											0.00
To Special Revenue Funds	940											0.00
Interfund	950						(1,514,552.40)	(801,215.86)				(2,315,768.26)
To Permanent Funds	960											0.00
To Internal Service Funds	970											0.00
To Enterprise Funds	990											0.00
Total Transfers Out	9700	0.00	0.00	0.00	(880,396.72)	0.00	(1,514,552.40)	(3,586,340.80)	0.00	(3,792,365.56)	0.00	(9,773,655.48)
Total Other Financing Sources (Uses)		0.00	0.00	0.00	12,847,421.55	0.00	(1,514,552.40)	(3,586,340.80)	0.00	(1,476,597.30)	0.00	6,269,931.05
Net Change in Fund Balances		0.00	0.00	0.00	2,490,096.83	0.00	(1,214,977.00)	559,570.10	0.00	(1,972,048.96)	0.00	(137,359.03)
Fund Balance, July 1, 2025	2800				0.00		1,618,145.49	2,624,744.92		5,585,059.53		9,827,949.94
Adjustments to Fund Balances	2891				(2,094,659.55)		(0.15)			(8,766.44)		(2,103,426.14)
Ending Fund Balance:												
Nonspendable Fund Balance	2710											0.00
Restricted Fund Balance	2720				395,437.28		403,168.34	3,184,315.02		3,604,244.13		7,587,164.77
Committed Fund Balance	2730											0.00
Assigned Fund Balance	2740											0.00
Unassigned Fund Balance	2750											0.00
Total Fund Balances, June 30, 2026	2700	0.00	0.00	0.00	395,437.28	0.00	403,168.34	3,184,315.02	0.00	3,604,244.13	0.00	7,587,164.77

DISTRICT SCHOOL BOARD OF GADSDEN COUNTY
STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE - PERMANENT FUNDS
For the Fiscal Year Ended June 30, 2026

Exhibit K-8
FDOE Page 19
Fund 000

REVENUES	Account Number	
Federal Direct	3100	
Federal Through State and Local	3200	
State Sources	3300	
Local Sources	3400	
Total Revenues	3000	0.00

EXPENDITURES	Account Number	100 Salaries	200 Employee Benefits	300 Purchased Services	400 Energy Services	500 Materials and Supplies	600 Capital Outlay	700 Other	Totals
Current:									
Instruction	5000								0.00
Student Support Services	6100								0.00
Instructional Media Services	6200								0.00
Instruction and Curriculum Development Services	6300								0.00
Instructional Staff Training Services	6400								0.00
Instruction-Related Technology	6500								0.00
Board	7100								0.00
General Administration	7200								0.00
School Administration	7300								0.00
Facilities Acquisition and Construction	7410								0.00
Fiscal Services	7500								0.00
Central Services	7700								0.00
Student Transportation Services	7800								0.00
Operation of Plant	7900								0.00
Maintenance of Plant	8100								0.00
Administrative Technology Services	8200								0.00
Community Services	9100								0.00
Capital Outlay:									
Facilities Acquisition and Construction	7420								0.00
Other Capital Outlay	9300								0.00
Debt Service: (Function 9200)									
Redemption of Principal	710								0.00
Interest	720								0.00
Total Expenditures		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Excess (Deficiency) of Revenues Over Expenditures									0.00

OTHER FINANCING SOURCES (USES) and CHANGES IN FUND BALANCES	Account Number	
Sale of Capital Assets	3730	
Loss Recoveries	3740	
Transfers In:		
From General Fund	3610	
From Debt Service Funds	3620	
From Capital Projects Funds	3630	
From Special Revenue Funds	3640	
From Internal Service Funds	3670	
From Enterprise Funds	3690	
Total Transfers In	3600	0.00
Transfers Out: (Function 9700)		
To General Fund	910	
To Debt Service Funds	920	
To Capital Projects Funds	930	
To Special Revenue Funds	940	
To Internal Service Funds	970	
To Enterprise Funds	990	
Total Transfers Out	9700	0.00
Total Other Financing Sources (Uses)		0.00
Net Change in Fund Balance		0.00
Fund Balance, July 1, 2025	2800	
Adjustments to Fund Balance	2891	
Ending Fund Balance:		
Nonspendable Fund Balance	2710	
Restricted Fund Balance	2720	
Committed Fund Balance	2730	
Assigned Fund Balance	2740	
Unassigned Fund Balance	2750	
Total Fund Balances, June 30, 2026	2700	0.00

DISTRICT SCHOOL BOARD OF GADSDEN COUNTY
COMBINING STATEMENT OF REVENUES, EXPENSES AND CHANGES IN FUND NET POSITION - ENTERPRISE FUNDS
For the Fiscal Year Ended June 30, 2026

Exhibit K-9
FDOE Page 20
Funds 900

INCOME OR (LOSS)	Account Number	Self-Insurance - Consortium **911**	Self-Insurance - Consortium **912**	Self-Insurance - Consortium **913**	Self-Insurance - Consortium **914**	ARRA - Consortium **915**	Other Enterprise Programs **921**	Other Enterprise Programs **922**	Totals
OPERATING REVENUES									
Charges for Services	3481								0.00
Charges for Sales	3482								0.00
Premium Revenue	3484								0.00
Other Operating Revenues	3489								0.00
Total Operating Revenues		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
OPERATING EXPENSES (Function 9900)									
Salaries	100								0.00
Employee Benefits	200								0.00
Purchased Services	300								0.00
Energy Services	400								0.00
Materials and Supplies	500								0.00
Capital Outlay	600								0.00
Depreciation and Amortization	780								0.00
Other	700								0.00
Total Operating Expenses		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Operating Income (Loss)		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NONCAPITAL SUBSIDIES									
Gifts, Grants and Bequests - Not restricted for capital assets	3440								0.00
Transfers from General Fund	3610								0.00
Transfers from Special Revenue Funds	3640								0.00
Transfers from Interfund	3650								0.00
Transfers from Internal Service Funds	3670								0.00
To General Fund	910								0.00
To Special Revenue Funds	940								0.00
To Interfund	950								0.00
To Internal Service Funds	970								0.00
Total Noncapital Subsidies		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Operating Income (Loss) and Noncapital Subsidies		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
OTHER NONOPERATING REVENUES (EXPENSES)									
Investment Income	3430								0.00
Gifts, Grants and Bequests - Restricted for capital assets	3440								0.00
Other Miscellaneous Local Sources	3495								0.00
Loss Recoveries	3740								0.00
Gain on Disposition of Capital Assets	3780								0.00
Loss on Disposition of Capital Assets (Function 9900)	810								0.00
Transfers from General Fund - Restricted for capital assets	3610								0.00
Transfers from Capital Projects Funds	3630								0.00
Total Other Nonoperating Revenues (Expenses)		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
CHANGES IN NET POSITION									
Change in Net Position		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Net Position, July 1, 2025	2880								0.00
Adjustments to Net Position	2896								0.00
Net Position, June 30, 2026	2780								0.00

DISTRICT SCHOOL BOARD OF GADSDEN COUNTY
COMBINING STATEMENT OF REVENUES, EXPENSES AND CHANGES IN FUND NET POSITION - INTERNAL SERVICE FUNDS
For the Fiscal Year Ended June 30, 2026

Exhibit K-10
FDOE Page 21
Funds 700

INCOME OR (LOSS)	Account Number	Self-Insurance **711**	Self-Insurance **712**	Self-Insurance **713**	Self-Insurance **714**	Self-Insurance **715**	Consortium Programs **731**	Other Internal Service **791**	Totals
OPERATING REVENUES									
Charges for Services	3481								0.00
Charges for Sales	3482								0.00
Premium Revenue	3484								0.00
Other Operating Revenues	3489								0.00
Total Operating Revenues		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
OPERATING EXPENSES (Function 9900)									
Salaries	100								0.00
Employee Benefits	200								0.00
Purchased Services	300								0.00
Energy Services	400								0.00
Materials and Supplies	500								0.00
Capital Outlay	600								0.00
Depreciation and Amortization	780								0.00
Other	700								0.00
Total Operating Expenses		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Operating Income (Loss)		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NONCAPITAL SUBSIDIES									
Gifts, Grants and Bequests - Not restricted for capital assets	3440								0.00
Transfers from General Fund	3610								0.00
Transfers from Special Revenue Funds	3640								0.00
Transfers from Interfund	3650								0.00
Transfers from Enterprise Funds	3690								0.00
To General Fund	910								0.00
To Special Revenue Funds	940								0.00
To Interfund	950								0.00
To Enterprise Funds	990								0.00
Total Noncapital Subsidies		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Operating Income (Loss) and Noncapital Subsidies		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
OTHER NONOPERATING REVENUES (EXPENSES)									
Investment Income	3430								0.00
Gifts, Grants and Bequests - Restricted for capital assets	3440								0.00
Other Miscellaneous Local Sources	3495								0.00
Loss Recoveries	3740								0.00
Gain on Disposition of Capital Assets	3780								0.00
Loss on Disposition of Capital Assets (Function 9900)	810								0.00
Transfers from General Fund - Restricted for capital assets	3610								0.00
Transfers from Capital Projects Funds	3630								0.00
Total Other Nonoperating Revenues (Expenses)		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
CHANGES IN NET POSITION									
Change in Net Position		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Net Position, July 1, 2025	2880								0.00
Adjustments to Net Position	2896								0.00
Net Position, June 30, 2026	2780								0.00

DISTRICT SCHOOL BOARD OF GADSDEN COUNTY
COMBINING STATEMENT OF CHANGES IN ASSETS, LIABILITIES AND FIDUCIARY NET POSITION
SCHOOL INTERNAL FUNDS
June 30, 2026

Exhibit K-11
FDOE Page 22
Fund 891

ASSETS	Account Number	Beginning Balance July 1, 2025	Additions	Deductions	Ending Balance June 30, 2026
Cash	1110	387,332.26			387,332.26
Investments	1160				0.00
Accounts Receivable, Net	1131				0.00
Interest Receivable on Investments	1170				0.00
Due From Budgetary Funds	1141				0.00
Due From Other Agencies	1220				0.00
Inventory	1150				0.00
Total Assets		387,332.26	0.00	0.00	387,332.26
LIABILITIES					
Cash Overdraft	2125				0.00
Accrued Salaries and Benefits	2110				0.00
Payroll Deductions and Withholdings	2170				0.00
Accounts Payable	2120				0.00
Internal Accounts Payable	2290				0.00
Due to Budgetary Funds	2161				0.00
Total Liabilities		0.00	0.00	0.00	0.00
NET POSITION					
Restricted for:					
Other purposes		387,332.26			387,332.26
Individuals, organizations and other governments					
Total Net Position	2785	387,332.26			387,332.26

DISTRICT SCHOOL BOARD OF GADSDEN COUNTY
SCHEDULE OF LONG-TERM LIABILITIES
June 30, 2026

Exhibit K-12
FDOE Page 23
Fund 601

	Account Number	Governmental Activities Total Balance [1] June 30, 2026	Business-Type Activities Total Balance [1] June 30, 2026	Total	Governmental Activities - Debt Principal Payments 2025-26	Governmental Activities - Principal Due Within One Year 2026-27	Governmental Activities - Debt Interest Payments 2025-26	Governmental Activities - Interest Due Within One Year 2026-27
Notes Payable	2310			0.00				
Obligations Under Leases and SBITA	2315			0.00				
Bonds Payable								
SBE/COBI Bonds Payable	2321			0.00				
District Bonds Payable	2322	479,566.07		479,566.07	181,168.04	187,159.08	24,547.64	14,207.54
Special Act Bonds Payable	2323			0.00				
Motor Vehicle License Revenue Bonds Payable	2324			0.00				
Sales Surtax Bonds Payable	2326			0.00				
Total Bonds Payable	2320	479,566.07	0.00	479,566.07	181,168.04	187,159.08	24,547.64	14,207.54
Liability for Compensated Absences	2330	4,114,898.61		4,114,898.61				
Lease-Purchase Agreements Payable								
Certificates of Participation (COPS) Payable	2341			0.00				
Qualified Zone Academy Bonds (QZAB) Payable	2342			0.00				
Qualified School Construction Bonds (QSCB) Payable	2343			0.00				
Build America Bonds (BAB) Payable	2344			0.00				
Other Lease-Purchase Agreements Payable	2349			0.00				
Total Lease-Purchase Agreements Payable	2340	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Estimated Liability for Long-Term Claims	2350			0.00				
Net Other Postemployment Benefits Obligation	2360	1,249,035.00		1,249,035.00				
Net Pension Liability	2365	29,656,975.00		29,656,975.00				
Estimated PECO Advance Payable	2370			0.00				
Other Long-Term Liabilities	2380			0.00				
Derivative Instrument	2390			0.00				
Total Long-term Liabilities		35,500,474.68	0.00	35,500,474.68	181,168.04	187,159.08	24,547.64	14,207.54

[1] Report carrying amount of total liability due within one year and due after one year on June 30, 2026, including discounts and premiums.

DISTRICT SCHOOL BOARD OF GADSDEN COUNTY
SCHEDULE OF CATEGORICAL PROGRAMS
REPORT OF EXPENDITURES AND AVAILABLE FUNDS
For the Fiscal Year Ended June 30, 2026

Exhibit K-13
FDOE Page 24

CATEGORICAL PROGRAMS (Revenue Number) [Footnote]	Grant Number	Unexpended June 30, 2025	Returned To FDOE	Revenues 2025-26	Expenditures 2025-26	Flexibility [1] 2025-26	Unexpended June 30, 2026
Academic Acceleration Options Supplement (FEFP Earmark)	C0001			222,530.00	222,530.00		0.00
Class Size Reduction Operating Funds (3355)	94740			4,017,656.00	4,017,656.00		0.00
Educational Enrichment (FEFP Earmark) [3]	91280			1,801,358.00	1,801,358.00		0.00
Evidence-Based Reading Instruction (FEFP Earmark) [3]	90800						0.00
Florida Digital Classrooms (FEFP Earmark)	98250						0.00
Florida School Recognition Funds (3361)	92040			79,620.00	79,620.00		0.00
Instructional Materials (FEFP Earmark) [2]	90880	479,745.97			479,745.97		0.00
Library Media (FEFP Earmark) [2]	90881						0.00
Mental Health Assistance (FEFP Earmark)	90280			351,638.00	351,638.00		0.00
Preschool Projects (3372)	97950			0.00			0.00
Safe Schools (FEFP Earmark) [4]	90803			619,317.00	619,317.00		0.00
Student Transportation (FEFP Earmark)	90830			2,119,753.00	2,119,753.00		0.00
Teachers Classroom Supply Assistance (FEFP Earmark)	97580						0.00
Voluntary Prekindergarten - School Year Program (3371)	96440	157,975.81		513,205.97	573,843.76		97,338.02
Voluntary Prekindergarten - Summer Program (3371)	96441			12,276.43	12,276.43		0.00

[1] Report the amount of funds transferred from each program to maintain board-specified academic classroom instruction and improve school safety.
[2] Report the Library Media portion of the Instructional Materials allocation on the line "Library Media."
[3] Expenditures for designated low-performing elementary schools should be included in expenditures.
[4] Combine all programs funded from the improve Safe Schools allocation on one line, "Safe Schools."

DISTRICT SCHOOL BOARD OF GADSDEN COUNTY
SCHEDULE OF SELECTED SUBOBJECT EXPENDITURES
For the Fiscal Year Ended June 30, 2026

Exhibit K-14
FDOE Page 25

	Subobject	General Fund 100	Special Revenue Food Services 410	Special Revenue Other Federal Programs 420	Special Revenue - Federal Education Stabilization Fund 440	Total
UTILITIES AND ENERGY SERVICES EXPENDITURES:						
Public Utility Services Other than Energy - All Functions	**380**	326,257.03	46,976.33	1,527.92		374,761.28
Public Utility Services Other than Energy - ***Functions 7900 & 8100***	380	326,257.03		1,527.92		327,784.95
Natural Gas - All Functions	**411**	70,861.91				70,861.91
Natural Gas - ***Functions 7900 & 8100***	411	70,861.91				70,861.91
Bottled Gas - All Functions	**421**	77,109.34	135.70			77,245.04
Bottled Gas - ***Functions 7900 & 8100***	421	77,109.34				77,109.34
Electricity - All Functions	**430**	1,531,327.41				1,531,327.41
Electricity - ***Functions 7900 & 8100***	430	1,531,327.41				1,531,327.41
Heating Oil - All Functions	**440**					0.00
Heating Oil - ***Functions 7900 & 8100***	440					0.00
Gasoline - All Functions	**450**	50,454.46	2,802.90	2,337.30		55,594.66
Gasoline - ***Functions 7900 & 8100***	450	34,595.32		2,316.04		36,911.36
Diesel Fuel - All Functions	**460**	338,026.03	232.76	61,679.00		399,937.79
Diesel Fuel - ***Functions 7900 & 8100***	460	901.22				901.22
Other Energy Services - All Functions	**490**					0.00
Other Energy Services - ***Functions 7900 & 8100***	490					0.00
Subtotal - *Functions 7900 & 8100*		2,041,052.23	0.00	3,843.96	0.00	2,044,896.19
Total - All Functions		2,394,036.18	50,147.69	65,544.22	0.00	2,509,728.09
ENERGY EXPENDITURES FOR STUDENT TRANSPORTATION: (Function 7800 only)						
Compressed Natural Gas	412					0.00
Liquefied Petroleum Gas	422					0.00
Gasoline	450	15,859.14		21.26		15,880.40
Diesel Fuel	460	337,118.81		61,679.00		398,797.81
Oil and Grease	540	14,241.75				14,241.75
Total		367,219.70		61,700.26	0.00	428,919.96

	Subobject	General Fund 100	Special Revenue Other Federal Programs 420	Special Revenue - Federal Education Stablilization Fund 440	Capital Projects Funds 3XX	Total
EXPENDITURES FOR SCHOOL BUSES AND SCHOOL BUS REPLACEMENTS:						
Buses	651					0.00

DISTRICT SCHOOL BOARD OF GADSDEN COUNTY
SCHEDULE OF SELECTED SUBOBJECT EXPENDITURES
For the Fiscal Year Ended June 30, 2026

Exhibit K-14
FDOE Page 26

TECHNOLOGY-RELATED SUPPLIES AND PURCHASED SERVICES	Subobject	General Fund 100	Special Revenue Funds 410, 420 and 490	Special Revenue - Federal Education Stablilization Fund 440	Capital Projects Funds 3XX	Total
Noncapitalized Expenditures:						
Technology-Related Professional and Technical Services	319	216,074.92				216,074.92
Technology-Related Repairs and Maintenance	359	33,202.50				33,202.50
Technology-Related Rentals	369	781,019.34	626,080.76			1,407,100.10
Telephone and Other Data Communication Services	379	30,381.71				30,381.71
Other Technology-Related Purchased Services	399	29,050.00				29,050.00
Technology-Related Materials and Supplies	5X9	26,496.82	1,043.23			27,540.05
Technology-Related Library Books	619					0.00
Noncapitalized Computer Hardware	644	65,962.11	1,902,852.00			1,968,814.11
Technology-Related Noncapitalized Fixtures and Equipment	649	35,529.10	722.78			36,251.88
Noncapitalized Software	692					0.00
Miscellaneous Technology-Related	799					0.00
Total		1,217,716.50	2,530,698.77	0.00	0.00	3,748,415.27

DISTRICT SCHOOL BOARD OF GADSDEN COUNTY
SCHEDULE OF SELECTED SUBOBJECT EXPENDITURES
For the Fiscal Year Ended June 30, 2026

Exhibit K-14
FDOE Page 27

	Subobject	General Fund 100	Special Revenue Food Services 410	Special Revenue Other Federal Programs 420	Special Revenue - Federal Education Stabilization Fund 440	Total
SUBAWARDS FOR INDIRECT COST RATE:						
Professional and Technical Services:						
Subawards Under Subagreements - First $50,000	311			30,732.00		30,732.00
Subawards Under Subagreements - In Excess of $50,000	312					0.00
Other Purchased Services:						
Subawards Under Subagreements - First $50,000	391					0.00
Subawards Under Subagreements - In Excess of $50,000	392			54,999.96		54,999.96

	Subobject	Special Revenue Food Services 410
FOOD SERVICE SUPPLIES SUBOBJECT		
Supplies	510	247,615.16
Food	570	2,531,039.63
Donated Foods	580	

	Subobject	General Fund 100	Special Revenue Other Federal Programs 420	Special Revenue - Federal Education Stabilization Fund 440	Total
TEACHER SALARIES					
Basic Programs 101, 102 and 103 (Function 5100)	120	9,488,330.68	633,613.46		10,121,944.14
Basic Programs 101, 102 and 103 (Function 5100)	140	889,081.16			889,081.16
Basic Programs 101, 102 and 103 (Function 5100)	750				0.00
Total Basic Program Salaries		10,377,411.84	633,613.46	0.00	11,011,025.30
Other Programs 130 (ESOL) (Function 5100)	120	69,774.17			69,774.17
Other Programs 130 (ESOL) (Function 5100)	140	6,538.02			6,538.02
Other Programs 130 (ESOL) (Function 5100)	750				0.00
Total Other Program Salaries		76,312.19	0.00	0.00	76,312.19
ESE Programs 111, 112, 113, 254 and 255 (Function 5200)	120	1,985,518.84	484.44		1,986,003.28
ESE Programs 111, 112, 113, 254 and 255 (Function 5200)	140	450.00			450.00
ESE Programs 111, 112, 113, 254 and 255 (Function 5200)	750				0.00
Total ESE Program Salaries		1,985,968.84	484.44	0.00	1,986,453.28
Career Program 300 (Function 5300)	120	464,531.59			464,531.59
Career Program 300 (Function 5300)	140				0.00
Career Program 300 (Function 5300)	750				0.00
Total Career Program Salaries		464,531.59	0.00	0.00	464,531.59
TOTAL		12,904,224.46	634,097.90	0.00	13,538,322.36

TEXTBOOKS (used for classroom instruction)	Subobject	General Fund 100	Special Revenue Other Federal Programs 420	Special Revenue - Federal Education Stabilization Fund 440	Total
Textbooks (Function 5000)	520	894,424.49	3,435.80		897,860.29

EXCEPTIONAL STUDENT EDUCATION (ESE) EXPENDITURES	Object	General Fund 100	Special Revenue Other Federal Programs 420	Special Revenue - Federal Education Stabilization Fund 440	Total
Total Program Costs - Programs 111, 112, 113, 254 and 255 (Functions 5000 through 8200, do not include function 7420)	100 through 700	9,177,465.63	2,138,354.28		11,315,819.91
Total Direct Costs - Programs 111, 112, 113, 254 and 255 (Function 5000)	100 through 700	4,595,104.60	1,348,630.29		5,943,734.89
Student Support Services - Programs 111, 112, 113, 254 and 255 (Function 6100)	100 through 700	316,011.49	196,246.87		512,258.37
Instruction Staff Support Services - Programs 111, 112, 113, 254 and 255 (Functions 6200 through 6500)	100 through 700	313,461.50	494,217.41		807,678.91
Student Transportation Support Services - Programs 111, 112, 113, 254 and 255 (Function 7800)	100 through 700	768,764.80	20,465.68		789,230.69

DISTRICT SCHOOL BOARD OF GADSDEN COUNTY
CATEGORICAL FLEXIBLE SPENDING AND OTHER DATA COLLECTION
For the Fiscal Year Ended June 30, 2026

Exhibit K-14
FDOE Page 28

CATEGORICAL FLEXIBLE SPENDING - GENERAL FUND EXPENDITURES	Account Number	Student Transportation	Evidence-Based Reading Instruction	Instructional Materials & Library Media	Educational Enrichment	Subtotals
I. Instruction:						
Basic	5100					0.00
Exceptional	5200					0.00
Career Education	5300					0.00
Adult General	5400					0.00
Prekindergarten	5500					0.00
Other Instruction	5900					0.00
Subtotal - Flexible Spending Instructional Expenditures	5000	0.00		0.00	0.00	0.00
II. School Safety:						0.00
Total Flexible Spending Expenditures		0.00		0.00	0.00	0.00

CATEGORICAL FLEXIBLE SPENDING - GENERAL FUND EXPENDITURES - CONTINUED	Account Number	Class Size Reduction Operating	Florida Digital Classrooms	Federally-Connected Student Funds	Guaranteed Allocation	Totals
I. Instruction:						
Basic	5100					0.00
Exceptional	5200					0.00
Career Education	5300					0.00
Adult General	5400					0.00
Prekindergarten	5500					0.00
Other Instruction	5900					0.00
Subtotal - Flexible Spending Instructional Expenditures	5000	0.00		0.00	0.00	0.00
II. School Safety:						0.00
Total Flexible Spending Expenditures		0.00		0.00	0.00	0.00

DISTRIBUTIONS TO CHARTER SCHOOLS (Charter school information is used in federal reporting)	Fund Number	Direct Payment (FEFP) (Subobject 393)	Direct Payment (Non-FEFP) (Subobjects 394 & 794)	Charter School Local Capital Improvement & Capital Outlay Sales Tax (Subobjects 793 & 795)	Amount Withheld for Administration	Payments and Services on Behalf of Charter Schools	Total Amount
Expenditures:							
General Fund	100	4,103,006.57	349,709.00		100,153.27		4,552,868.84
Special Revenue Funds - Food Services	410						0.00
Special Revenue Funds - Other Federal Programs	420		429,846.99				429,846.99
Special Revenue Funds - Federal Education Stabilization Fund	440						0.00
Capital Projects Funds	3XX						0.00
Total Charter School Distributions		4,103,006.57	779,555.99	0.00	100,153.27	0.00	4,982,715.83

LIFELONG LEARNING (Lifelong Learning expenditures are used in federal reporting)	Account Number	Amount
Expenditures:		
General Fund	5900	37,268.28
Special Revenue Funds - Other Federal Programs	5900	509,971.73
Special Revenue Funds - Federal Education Stabilization Fund	5900	0.00
Total	5900	547,240.01

MEDICAID EXPENDITURE REPORT (Medicaid expenditures are used in federal reporting)	Unexpended June 30, 2025	Earnings 2025-26	Expenditures 2025-26	Unexpended June 30, 2026
Earnings, Expenditures and Carryforward Amounts:	0.00	81,171.64	81,171.64	0.00
Expenditure Program or Activity:				
Exceptional Student Education				
School Nurses and Health Care Services				
Occupational Therapy, Physical Therapy and Other Therapy Services			72,771.64	
ESE Professional and Technical Services				
Gifted Student Education				
Staff Training and Curriculum Development				
Medicaid Administration and Billing Services			8,400.00	
Student Services				
Consultants				
Other				
Total Expenditures			81,171.64	

GENERAL FUND BALANCE SHEET INFORMATION (This information is used in state reporting)	Fund Number	Amount
Balance Sheet Amount, June 30, 2026		
Total Assets and Deferred Outflows of Resources	100	3,939,698.94
Total Liabilities and Deferred Inflows of Resources	100	2,634,424.78

DISTRICT SCHOOL BOARD OF GADSDEN COUNTY
VOLUNTARY PREKINDERGARTEN (VPK) PROGRAM
For the Fiscal Year Ended June 30, 2026

Exhibit K-15
FDOE Page 29
Supplemental Schedule - Fund 100

VOLUNTARY PREKINDERGARTEN PROGRAM [1] GENERAL FUND EXPENDITURES	Account Number	100 Salaries	200 Employee Benefits	300 Purchased Services	400 Energy Services	500 Materials and Supplies	600 Capital Outlay	700 Other	Totals
Current:									
Prekindergarten	5500	245,667.27	90,030.13			1,378.41			337,075.81
Student Support Services	6100	44,812.25	17,024.85						61,837.10
Instructional Media Services	6200								0.00
Instruction and Curriculum Development Services	6300	8,229.35	3,036.74						11,266.09
Instructional Staff Training Services	6400	375.93							375.93
Instruction-Related Technology	6500								0.00
Board	7100								0.00
General Administration	7200								0.00
School Administration	7300	71,864.94	26,279.01	6,620.69				150.43	104,915.07
Facilities Acquisition and Construction	7410								0.00
Fiscal Services	7500								0.00
Food Services	7600								0.00
Central Services	7700								0.00
Student Transportation Services	7800								0.00
Operation of Plant	7900	7,090.00	2,101.31	12,499.92	45,118.96				66,810.19
Maintenance of Plant	8100			3,840.00					3,840.00
Administrative Technology Services	8200								0.00
Community Services	9100								0.00
Capital Outlay:									
Facilities Acquisition and Construction	7420								0.00
Other Capital Outlay	9300								0.00
Debt Service: (Function 9200)									
Redemption of Principal	710								0.00
Interest	720								0.00
Total Expenditures		378,039.74	138,472.04	22,960.61	45,118.96	1,378.41	0.00	150.43	586,120.19

[1] Include expenditures for the summer program (section 1002.61, F.S.) and the school-year program (section 1002.63, F.S.).

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8a

DATE OF SCHOOL BOARD MEETING: November 17, 2026

TITLE OF AGENDA ITEM:
Contractual agreement between DISC Village and the Gadsden County School Board

DIVISION:
No This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:
To establish a Memorandum of Understanding between DISC Village, Inc. and the Gadsden County School Board for the provision of prevention programming services during the 2026–2027 school year.

Under this agreement, DISC Village, Inc. will provide one full-time Health and Wellness Specialist at West Gadsden Middle School to provide prevention counseling services, implement evidence-based prevention curricula, and refer students to appropriate services when additional support is needed. The district will provide the necessary space, equipment, materials, administrative support, and access to students to facilitate program implementation. The agreement is contingent upon legislative funding and may be renewed annually based on available appropriations.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Kesandra Brown KB 10/21/26

POSITION: Director of Exceptional Student Education and Student Services

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

SCHOOL BOARD ATTORNEY: page(s) numbered _____

This form is to be duplicated on light blue paper.

REVIEWED BY: _____

This Memorandum of Understanding is between DISC Village, Inc. and the Gadsden County School Board for the implementation of Prevention Programing services for the 2026 – 2027 School Year.

DISC Village, Inc.'s performance and obligation under this agreement is contingent upon an annual appropriation by the Legislature.

1. **DISC Village, Inc**. will provide:
   A. One (1) full-time Health and Wellness specialist to provide Prevention Counseling services at West Gadsden Middle School;
   B. Training for the Health and Wellness specialists to implement Evidence-Based Prevention Curriculums, and
   C. Referrals to students for appropriate services not covered by the programs, to include but not limited to, mental health assessment that results in the diagnosis of a disorder.
2. **Gadsden County Schools** will provide:
   A. Office and/or classroom space,
   B. Desk, phone, and internet access,
   C. Office materials to implement the program, and
   D. Administrative support and access to students.
3. This agreement may be amended by mutual consent of all parties hereto. All amendments shall be attached to this Agreement.
4. This Agreement will be in effect from the date indicated on this contract, but may be terminated by either party upon thirty (30) days written notice.
5. This agreement and all supplements and/or amendments will automatically renew annually based on the annual appropriation by Legislative Funding.

INDEMNIFICATION, AND HOLD HARMLESS AGREEMENT

In consideration of the mutual covenants and obligations set forth in this Agreement, and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, DISC Village, Inc. agrees to the following "Indemnification and Hold Harmless Agreement":

a) DISC Village, Inc. shall defend, release, indemnify and hold harmless the Gadsden County School Board ("School Board") and its respective agents, servants, employees, officials, agents, and assigns, from any and all lawsuits, claims, judgments, damages, costs, expenses or liabilities (including, but not limited to, attorneys' fees, and costs at all administrative, pretrial, trial, and appellate levels) resulting or arising from the negligent, wrongful, or intentional acts or omissions of DISC Village, Inc. or its officers , agents, or employees in performance of the duties associated with, related to, or arising out of this Agreement. The provisions of the paragraph shall survive the termination of this Agreement and shall pertain to any occurrence during the term of the Agreement, even though the claim may be made after the termination hereof.

b) In the event that any action or proceeding is brought against the School Board by reason of any matter for which the School Board is indemnified hereunder, DISC Village, Inc. shall,

upon notice from the School Board and at DISC Village, Inc. sole cost and expense, resist and defend the same with legal counsel mutually selected by DISC Village, Inc. and the School Board; provided, however, that DISC Village, Inc. shall not admit liability in any such matter on behalf of the School Board without the written consent of the School Board. The School Board hereby covenants not to settle or compromise any claim or cause of action for which indemnification is sought from DISC Village, Inc. without the permission of DISC Village, Inc.

c) Should either party be required to bring an action to enforce any of the provisions of this release, indemnification, and hold harmless agreement, the prevailing party shall be entitled to recover from the other all reasonable fees and cost associated with the maintenance of such action.

d) Nothing in this indemnification agreement shall be construed to increase either the School Board's liability or, if applicable, the liability, beyond that which is set forth in Section 768.28, Florida Statutes.

REQUIRED PUBLIC RECORDS ACKNOWLEDGEMENT

DISC Village, Inc. is required to comply with the Florida Public Records Law, Chapter 119, Florida Statutes, in the performance of its duties under this contract and, IN ACCORDANCE WITH S.119.0701, Florida Statutes, will specifically:

a) Keep and maintain public records required by the School Board to perform the service.

b) Upon request from the School Board's custodian of public records, provide the School Board with a copy of the requested records or allow the records to be inspected or copied within a reasonable time at a cost that does not exceed the cost provided in the Chapter 119, Florida Statues or as otherwise provided by law.

c) Ensure that public records that are exempt or confidential and exempt from public records disclosure requirements are not disclosed except as authorized by law for the duration of the contract term and following completion of the Agreement if DISC Village, Inc. does not transfer the records to the School Board.

d) Upon completion of the contact, transfer, at no cost, to the School Board all public records in possession of DISC Village, Inc. or keep and maintain public records required by the School Board to perform the service. If DISC Village, Inc. transfers all public records to the School Board upon completion of the contract, DISC Village, Inc. shall destroy any duplicate public records that are exempt or confidential and exempt from public records disclosure requirements. If DISC Village, Inc. keeps and maintains public records upon completion of the contract, DISC Village, Inc. shall meet all applicable requirements for retaining public records. All records stored electronically must be provided to the School Board, upon request of the School Board's custodian of public records, in a format that is compatible with the information technology systems of the School Board.

e) The failure of DISC Village, Inc. to comply with the provisions set forth herein shall constitute a default and material breach of this Agreement, which may result in immediate termination, with no penalty to the School Board.

PUBLIC RECORDS NOTICE

IF DISC VILLAGE INC. HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, TO DISC VILLAGE INC'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THE AGREEMENT, CONTACT THE CUSTODIAN OF PUBLIC RECORDS, KESANDRA BROWN, MENTAL HEALTH COORDINATOR AT 850.627.9651, 35 MLK JR BLVD, QUINCY, FL 32351.

Jordan Cowart
Chief Executive Officer
DISC Village

Date

Elijah Key, Jr.
Superintendent - Gadsden County School Board

Date

Leroy McMillian
Chair - Gadsden County School Board

Date

ACORD

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
09/23/2026

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER	**CONTACT NAME:** Sierra Martin
Brown & Brown Insurance Services, Inc. 3520 Thomasville Rd., Ste. 500 Tallahassee FL 32309	**PHONE (A/C, No, Ext):** (850) 656-3747 **FAX (A/C, No):** (850) 656-4065 **E-MAIL ADDRESS:** Sierra.Martin@bbrown.com
INSURED Disc Village, Inc. 3333 W. Pensacola Street Tallahassee FL 32304	**INSURER(S) AFFORDING COVERAGE** — **NAIC #** **INSURER A :** Alliance of Nonprofits for Insurance, Risk Retention Group — 10023 **INSURER B :** FFVA Mutual Insurance Co. — 10385 **INSURER C :** Fortegra Specialty Insurance Company — 16823 **INSURER D :** **INSURER E :** **INSURER F :**

COVERAGES **CERTIFICATE NUMBER:** 2026-27 **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. *LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS. LIMITS SHOWN ARE INCLUSIVE OF AMOUNTS REQUESTED BY THE CERTIFICATE HOLDER AND MAY NOT REFLECT POLICY LIMIT AMOUNTS IN EXCESS OF THOSE REQUESTED. ***Not Applicable in WY**

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS		
A	[X] COMMERCIAL GENERAL LIABILITY [ ] CLAIMS-MADE [X] OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: [X] POLICY [ ] PRO-JECT [ ] LOC [ ] OTHER:			02-CP-0036283-01-04	07/01/2026	07/01/2027	EACH OCCURRENCE DAMAGE TO RENTED PREMISES (Ea occurrence) MED EXP (Any one person) PERSONAL & ADV INJURY GENERAL AGGREGATE PRODUCTS - COMP/OP AGG Employee Benefits	$ $ $ $ $ $ $	1,000,000 500,000 20,000 1,000,000 3,000,000 3,000,000 1,000,000
A	AUTOMOBILE LIABILITY [ ] ANY AUTO [X] OWNED AUTOS ONLY [ ] SCHEDULED AUTOS [X] HIRED AUTOS ONLY [X] NON-OWNED AUTOS ONLY			02-CP-0036283-01-04	07/01/2026	07/01/2027	COMBINED SINGLE LIMIT (Ea accident) BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE (Per accident) PIP	$ $ $ $ $	1,000,000 10,000
A	[X] UMBRELLA LIAB [X] OCCUR [ ] EXCESS LIAB [ ] CLAIMS-MADE [ ] DED [ ] RETENTION $			02-UB-0036283-01-04	07/01/2026	07/01/2027	EACH OCCURRENCE AGGREGATE	$ $ $	2,000,000
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) Y/N [N] If yes, describe under DESCRIPTION OF OPERATIONS below	N / A		WC840-0813229-2026A	07/01/2026	07/01/2027	[X] PER STATUTE [ ] OTH-ER E.L. EACH ACCIDENT E.L. DISEASE - EA EMPLOYEE E.L. DISEASE - POLICY LIMIT	 $ $ $	 1,000,000 1,000,000 1,000,000
C	Cyber Liability			C-4LWN-125351-CYBER-2026	07/01/2026	07/01/2027	Limit		2,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

CERTIFICATE HOLDER

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

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

Sierra Martin

© 1988-2025 ACORD CORPORATION. All rights reserved.
The ACORD name and logo are registered marks of ACORD

LIC-1047669

State of Florida

Department of Children and Families

CERTIFIES

DISC Village, Inc.

is licensed in accordance with Chapter 397, Florida Statutes to provide substance abuse services for

Prevention Services Universal Direct

located at:

Site: 1 Accredited By: CARF License Type: Regular	1476 SW Main Street Greenville, FL 32331	Martha Harbin Assistant Secretary Office of Quality and Innovation Florida Department of Children and Families	Signature Date: 2/2/2026 Effective Date: 2/28/2026 Expiration Date: 2/27/2027
Site: Juvenile Services #3 Accredited By: CARF License Type: Regular	3333 Pensacola Street Tallahassee, FL 32304	Martha Harbin Assistant Secretary Office of Quality and Innovation Florida Department of Children and Families	Signature Date: Effective Date: 2/28/2026 Expiration Date: 2/27/2027
Site: Taylor County Human Services Center Accredited By: CARF License Type: Regular	1012 S Jefferson Street Perry, FL 32304	Martha Harbin Assistant Secretary Office of Quality and Innovation Florida Department of Children and Families	Signature Date: 2/2/2022 Effective Date: 3/1/2022 Expiration Date: 2/28/2023

This license was issued based, in part, on the survey report of a Department recognized accrediting organization.

Accredited By Commission on Accreditation of Rehabilitation Facilities (CARF)

The issuance of a license, certification, or recognition pursuant to Chapter 65D-30, F.A.C., neither guarantees, expresses, nor implies an outcome. A license, certification, or recognition represents attainment of the minimum standards to conduct business as a substance use disorder treatment or prevention provider in the state of Florida.

Kristy Hogan Oct 12, 2026, 12:46 PM (3 days ago)
to me

Good Afternoon,

Our license covers all counties in this circuit which includes Gadsden County. Ms. Donald currently holds two master's degrees in forensic psychology and clinical mental health counseling for which she is qualified to provide services to students in Gadsden County.

DISC Village's requirement is that an employee must have a bachelor's degree or master's degree. Ms. Donald has been with our organization for the last five years, of which the last three have been providing services to students in Gadsden County from Shanks Middle School to now West Gadsden School.

Kristy Hogan MSW, RCSWI
DISC Village | Prevention Services Supervisor

Office: | Cell: (850) 510-1793
E: Kristy.Hogan@discvillage.org

DISC VILLAGE

536 Appleyard Drive | Tallahassee, Fl 32304
discvillage.org

CONFIDENTIALITY NOTICE: This email message, including any attachments, is for the sole use of the intended recipient(s).
and may contain confidential and privileged information. any unauthorized review, use, disclosure, or distribution is
prohibited. If you have received this e-mail and are not the intended recipient, please contact the sender by reply e-mail
and destroy all copies of the original message.

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8b

DATE OF SCHOOL BOARD MEETING: November 17, 2026

TITLE OF AGENDA ITEM: 2026-2028 School Health Services Plan

DIVISION: Support Services

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

PURPOSE AND SUMMARY OF ITEM:

This is a request for Board approval of the biennial 2026-2028 School Health Services Plan for Gadsden County. The plan outlines the provisions and responsibilities to provide mandated health services in the district's schools.

FUND SOURCE: General Fund

AMOUNT: $100,100.00 in four quarterly payments of $25,025.00

PREPARED BY: Dr. Sylvia R. Jackson

POSITION: Assistant Superintendent for Support Services

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: _____

Mission: *To protect, promote & improve the health of all people in Florida through integrated state, county, and community efforts.*

2026-2028 School Health Services Plan

for

GADSDEN County

Drafted Plan Due by September 15, 2026.
Completed Signature Page is due by November 20, 2026.

Drafted plan and signature page must be submitted to the respective county health department SharePoint folder on the State Health Office, School Health Program SharePoint site.

2026-2028 School Health Services Plan Signature Page

My signature below indicates that I have reviewed and approved the 2026-2028 School Health Services Plan and its local implementation strategies, activities, and designations of local agency responsibility as herein described:

Position	Name and Signature	Date
County Health Department Health Officer	Adrian Cooksey *Printed Name* *Signature*	*Date*
County Health Department Nursing Director	Yolanda Gibson *Printed Name* *Signature*	*Date*
County Health Department School Health Coordinator	Kellon Banks *Printed Name* *Signature*	*Date*
School District School Board Chairperson	Leroy McMillan *Printed Name* *Signature*	*Date*
School District Superintendent	Elijah Key Jr. *Printed Name* *Signature*	*Date*
School District School Health Coordinator	Sylvia R. Jackson *Printed Name* *Signature*	*Date*
School Health Advisory Committee Chairperson	 *Printed Name* *Signature*	*Date*
School Health Services Public/Private Partner	FSU College of Medicine *Printed Name* *Signature*	*Date*

SUMMARY – SCHOOL HEALTH SERVICES PLAN 2026-2028

Statutory Authority: Section (s.) 381.0056, Florida Statutes (F.S.) requires each county health department (CHD) to develop, jointly with the school district and school health advisory committee, a School Health Services Plan (referred herein as the "Plan") that outlines the provisions and responsibilities to provide mandated health services in all public schools. Rule 64F-6.002, Florida Administrative Code (F.A.C.) requires the plan to be completed biennially. Please note that items that are colorized blue are internet links that enable you to directly view the relevant reference material.

The Plan format is arranged in 4 parts relating to the services provided and funding streams, as follows:

- Part I: Basic School Health Services- General school health services which are available to all students in Florida's public and participating non-public schools in all 67 school districts.
- Part II: Comprehensive School Health Services- Includes increased services in section 381.0057, F.S., for student health management, interventions and classes. These services promote student health; reduce high-risk behaviors and their consequences (substance abuse, unintentional/intentional injuries and sexually transmitted diseases); provide pregnancy prevention classes and interventions; and provide support services to promote return to school after giving birth.
- Part III: Full Service School (FSS) Health Services- Includes basic school health services and additional specialized services that integrate education, medical, social and/or human services such as nutrition services, basic medical services, Temporary Assistance for Needy Families (TANF), parenting skills, counseling for abused children, counseling for children at high risk for delinquent behavior and their parent/guardian and adult education to meet the needs of the high-risk student population and their families. These services are required of schools as defined in section 402.3026, F.S.
- Part IV: Detailed Description of Local Agency(s) Roles and Responsibilities: The local agencies determine their roles and responsibilities for providing the services as described. Local agencies include CHD, Local Educational Agency (LEA), School Health Advisory Committee (SHAC), and other public and private partners providing school health services described within parts I-III.

The Plan contains 3 columns, as follows:

- Column 1 – Statute and/or Rule References. This column includes Florida Statutes, administrative rules, and references demonstrating best practices related to school health.
- Column 2 – Program Standard/Requirement. This column provides specific requirements related to the statutes, administrative rules, and references listed in column 1.
- Column 3 – Local Implementation Strategy and Activities. This column describes the implementation strategies and activities to fulfill requirements in columns 1 and 2.

Plan submission:

(1) The draft plan and signature page must be submitted to the respective CHD SharePoint Folder on the State Health Office, School Health Program SharePoint site by listed due dates.

PART I: BASIC SCHOOL HEALTH SERVICES		
Statute and/or Rule References	**Program Standard/Requirement**	**Local Implementation Strategies and Activities**
1. School Health Services Plan; Basic School Health Services; Comprehensive School Health Services and Full-Service Schools: Rule 64F-6.002, F.A.C.; ss. 381.0056, 381.0057; 402.3026, F.S.	1a. Each local School Health Services Plan shall be completed biennially and approved and signed by, at a minimum, the superintendent of schools, the school board chairperson, and the CHD health officer.	The Gadsden County School Health Services Plan is completed biennially and approved and signed by the superintendent of schools, the school board chairperson, and the CHD health officer.
	1b. The local school health services plan shall be reviewed each year for the purpose of updating the plan. Amendments shall be signed by the school district superintendent and the CHD health officer and submitted to the respective CHD SharePoint Folder on the State Health Office, School Health Program SharePoint site.	The School Health Services Plan is reviewed annually with collaborative effort by the Florida Department of Health in Gadsden County (DOH-Gadsden) and the Gadsden County School District (GCSD). The CHD Administrator and Gadsden County Superintendent are notified of and will approve any amendments to this plan.
	1c. The local school health services plan shall describe employing or contracting for all health-related staff and the supervision of all school health services personnel regardless of the funding source.	DOH-Gadsden school health employees consist of a School Health Coordinator (SHC), a Nurse Practitioner (NP), contracted nurses from the school nurse staffing program, and Health Support Aides (HSA) to provide school health support. FSU College of Medicine (COM) staff assist school health employees with the provision of school health services.
	1d. Each CHD uses annual Schedule C funding allocation to provide school health services pursuant to the School Health Services Act and the requirements of the Schedule C Scope of Work.	Annual funding allocation allows employment of a SHC, NP, and four HSAs to provide health related services. These services include (but are not limited to): medication administration; surveillance of health conditions (including reportable health conditions); evaluation and management of sick students; screening services for hearing, vision, BMI, and scoliosis; health education classes for students, parents, and staff which promote healthy lifestyles; chronic disease prevention and management services; and referrals for students requiring further medical attention.

	1e. The CHD and LEA shall each designate one person, RN recommended, to be responsible for the coordination of planning, development, implementation and evaluation of the program. These individuals should collaborate throughout the school year to assure program compliance and to plan and assess the delivery of program services.	DOH-Gadsden employs a SHC and the GCSD designates an employee to work collaboratively and consistently through telephone calls, email, virtual and face-to-face meetings for the planning, development, implementation and evaluation of the program.
	1f. Protocols for supervision of school health services personnel shall be described in the local school health services plan to ensure that such services are provided in accordance with statutory and regulatory requirements and professional standards and are consistent with Chapter 464 F.S., Nurse Practice Act.	Contracted nurses from the school nurse staffing program, HSAs, an NP, and a Program Specialist are employed by DOH-Gadsden and are directly supervised by the SHC to ensure plans, goals, and standards are met. An annual internal evaluation is completed to ensure that standards for employees and FSU COM staff are met. All personnel shall perform their duties within their defined scope of practice and in accordance with applicable regulations, including the Nurse Practice Act.
	1g. Decisions regarding medical protocols or standing orders in the delivery of school health services are the responsibility of the CHD medical director in conjunction with district school boards, local school health advisory committees, the school district medical consultant (if employed), or the student's private physician.	DOH-Gadsden and GCSD designee will work collaboratively with local school advisory committees and all others deemed appropriate to deliver appropriate school health services.
	1h. Establish procedures for health services reporting in Health Management System (HMS) and the annual report, to include services provided by all partners.	Each school health clinic has one computer available that allows electronic documentation into the School Health Management System and HMS to capture services received by students.
	1i. Each SHAC should include members representing the eight components of the Centers for Disease Control and Prevention's Coordinated School Health (CSH) model. The SHAC is encouraged to address the eight	The SHAC Committee will aim to include representation from the eight components of the Centers for Disease Control and Prevention's Coordinated School Health (CSH) model and strive to address the eight CSH components in the school district's wellness policy.

	CSH components in the school district's wellness policy.	
2. Health Appraisal s. 381.0056(4)(a)(1), F.S.	2a. Determine the health status of students.	DOH-Gadsden school staff determines the health status of students through daily school clinic visits, screenings, medical history updates, and a minimum of biannual cumulative record reviews. The FSU COM staff provides health services to the students of Gadsden County through school clinic visits, screenings, and other services outlined in the memorandum of agreement (MOA) with GCSD. Each organization has developed MOAs with the district outlining their services. Letters are sent home to parents if any additional information is required and school staff are kept aware of any pertinent health information.
3. Records Review s. 381.0056(4)(a)(2), F.S.; s.1003.22(1)(4) F.S.; Rules 64F-6.005(1), F.A.C.; 64F-6.004(1)(a), F.A.C.	3a. Perform initial school entry review of student health records, to include school entry physical, immunization status, cumulative health record, emergency information, school health screenings, and student-specific health related documents.	DOH-Gadsden has established procedures for reviewing, maintaining, and monitoring student health records to ensure compliance with state requirements and guidelines. Student cumulative health records are reviewed to verify that required health documentation is present, current, and accurately maintained. Records reviewed include, but are not limited to, the cumulative record, school-entry physical examination documentation, immunization records, emergency health information forms, and other applicable health-related documentation required to support the health and safety of students. School health personnel collaborate with appropriate school staff to identify missing, incomplete, or outdated health records and follow established procedures for obtaining updated documentation from parents/guardians. Health records are maintained in accordance with confidentiality requirements and are accessible to authorized personnel to support the delivery of appropriate health services and emergency response needs. Cumulative Record Review Logs are utilized as a tracking and monitoring system to document the completion and progress of student health record reviews. These logs provide a method for monitoring compliance, identifying areas requiring follow-up, and ensuring that required health

		documentation is reviewed and maintained throughout the school year. The district routinely monitors record review processes to promote accurate documentation, timely follow-up, and compliance with state health service guidelines.
	3b. Emergency information card/form for each student shall be updated each year.	DOH-Gadsden school health staff coordinate with GCSD staff to distribute a Health Packet that includes the Student Emergency and Health Information Form at the beginning of each school year. School health staff assist by sending letters out to parents who have not returned the health information forms after the first three weeks of school.
	3c. Ensure initial school entry health examination and immunization policies meet statutory and rule requirements.	DOH-Gadsden SHC and GCSD review school records and monitor compliance via the FOCUS system. A preliminary review for pre-K and 6th graders is conducted starting in January of each year and notices are sent to parents/guardians by April. All remaining record reviews begin in July.
4. Nurse Assessment s. 381.0056(4)(a)(3), F.S.; Rules: 64F-6.001(6), F.A.C.; 6A-6.0253, F.A.C; 6A-6.0252, F.A.C.; 6A-6.0251, F.A.C.	4a. Perform nursing assessment of student health needs by a Registered Nurse (RN).	SHS will notify the DOH-Gadsden NP of any change and need for assessment related to student health conditions. FSU COM staff are also notified of pertinent information related to student health conditions and will evaluate as needed.
	4b. For day-to-day and emergency care of students with chronic and/or complex health conditions at school, the RN develops an individualized health care plan (IHP) and Emergency Action Plan (EAP).	An NP assesses the student's health needs on a regular basis through clinic visits and develops an Individual Health Plan (IHP) and an Emergency Care Plan (ECP) for students who have chronic and/or acute health issues.
5. Nutrition Assessment s. 381.0056(4)(a)(4), F.S.; http://www.floridahealth.gov/programs-and-services/childrens-health/school-health/_documents/2017-school-health-resource-manual.pdf	5a. Identify students with nutrition related problems and refer to an appropriate health care provider.	Students with nutritional needs are identified through annual BMI screenings, SHS referrals, parent referrals, and assessments by DOH-Gadsden SHS, FSU COM staff, and GCSD social worker for possible referrals or interventions for parent services.
6. Preventive Dental Program s. 381.0056(4)(a)(5), F.S.	6a. Provide services such as oral health education, screenings and referrals, dental sealants, fluoride varnish, and/or fluoride rinse as appropriate.	The SHS provides periodic oral health education classes to the students and referrals are made to private dentists for students needing dental services. North Florida Medical Center provides oral health education and limited services

		during onsite visits to elementary age students at four locations.
7. Health Counseling s. 381.0056(4)(a)(10), F.S.	7a. Provide health counseling as appropriate.	DOH-Gadsden SHS, FSU COM staff and GCSD designated school staff provide counseling to students as needed with parental consent.
8. Referral and Follow-up of Suspected and Confirmed Health Problems s. 381.0056(4)(a)(11), F.S.	8a. Provide referral and follow-up for abnormal health screenings, emergency health issues, and acute or chronic health problems. Coordinate and link to community health resources.	SHS provides a notification letter to the parent(s) or guardian of students receiving abnormal health screenings. This information along with each occurrence of SHS attempting to notify a parent or guardian of the abnormal screening via telephone or other communication method is documented in the School Health Management System. FSU COM staff will follow a protocol on contacting parents and follow-up.
9. Provisions for Screenings s. 381.0056(4)(a)(6-9), F.S.; Rule 64F-6.003(1-4), F.A.C.	9a. Provide mandated screenings unless the parent requests in writing an exemption: 1. Vision screening shall be provided, at a minimum, to non-exempted students in grades kindergarten, 1, 3, 6, and students entering Florida schools for the first time in grades kindergarten – 5. 2. Hearing screening shall be provided, at a minimum, to non-exempted students in grades kindergarten, 1, 6, and to students entering Florida schools for the first time in grades kindergarten – 5; and optionally to students in grade 3. 3. Growth and development screening shall be provided, at a minimum, to non-exempted students in grades 1, 3, and 6; and optionally to students in grade 9. 4. Scoliosis screening shall be provided, at a minimum, to non-exempted students in grade 6.	SHS provides mandated screenings for students in grades Kindergarten, 1st, 3rd, and 6th grade. All new students entering Kindergarten through 5th grade will receive the mandated screenings as well. Letters are sent home to all parent(s) or guardians of children with abnormal screening results and appropriate referrals are made.
	9b. Provide screening services to all specified students pursuant to s. 381.0056(4)(a) unless a parent/guardian	SHS provides mandated screenings for students in grades Kindergarten, 1st, 3rd, and 6th grade. All new students entering Kindergarten through 5th grade will receive the mandated screenings as well. Letters are sent home to all

	requests exemption from the screening services in writing.	parent(s) or guardians of children with abnormal screening results and appropriate referrals are made.
	9c. The school shall obtain parent/guardian permission in writing prior to any invasive screening, (e.g. comprehensive eye exam, screening procedures in which the skin or any body orifice is penetrated).	Written permission is obtained and verified before any invasive screening and/or procedure is performed.
	9d. Refer students with abnormal screening results to service providers for additional evaluation and/or treatment (e.g. state contracted vision service providers).	Students identified by SHS with abnormal vision screening results are referred to Heiken. Students are also referred to Ophthalmologist at Eye Associates of North Florida, or their established ophthalmologist for evaluation related to decreased visual acuity. Students are referred to their primary care providers for follow up related to hearing difficulty, growth and development, and evaluation for scoliosis.
10. Meeting Emergency Health Needs s. 381.0056(4)(a)12., F.S.; s.1001.43(7), F.S.; s. 1003.02(1)(k), F.S. s.1003.457, F.S. ; https://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=1000-1099/1006/Sections/1006.165.htmlRule 64F-6.004(1), F.A.C.; Emergency Guidelines for Schools, 2019 Florida Edition	10a. Ensure written health emergency policies and protocols are maintained and include minimum provisions. Ensure that student emergency information forms/cards are updated annually and completed for each student listing contact person, family physician, allergies, significant health history, and permission for emergency care.	The School Health Services Plan is a collaborative effort of DOH-Gadsden and the GCSD which contains written policies and procedures for emergency situations. This plan is updated as needed. These should also be entered into the electronic student health information portal (FOCUS).
	10b. Ensure health room staff and two additional staff in each school are currently certified in cardiopulmonary resuscitation (CPR) and first aid and a list of the certified staff is posted in key locations.	DOH-Gadsden requires that selected staff have a current CPR license. A minimum of at least 2 individuals at each school are identified to have CPR and first aid. A list of those individuals is posted throughout the schools with designated phone numbers. DOH-Gadsden SHS have current BLS/CPR Certification.
	10c. Assist in the planning and training of staff responsible for emergency situations.	GCSD and DOH-Gadsden work collaboratively to ensure all staff and students are trained and prepared for emergency situations by conducting drills, creating specific teams, and child specific collaboration. These entities communicate on a routine basis to ensure safety.
	10d. The school nurse shall monitor adequacy and expiration of first aid supplies, emergency equipment, and facilities.	The school nurse manages a tracking log to document maintenance of the emergency equipment kit on a regular basis and any other items in the school health clinic. Expiration dates for all emergency equipment are checked

		annually to ensure that supplies and equipment are current and available for use.
	10e. The school principal (or designee) shall assure first aid supplies, emergency equipment and facilities are maintained.	DOH-Gadsden SHS ensures that adequate emergency equipment is maintained at all clinic sites, and the GCSD maintenance department ensures the upkeep of the clinic facilities at each school.
	10f. All injuries and episodes of sudden illness referred for emergency health treatment shall be documented and reported immediately to the principal or their designee.	All health services provided are documented in the School Health Management System. Parents and the principal are notified of any situation that requires emergency treatment. All information will be documented in progress notes in the electronic health record (FOCUS).
	10g. A poster that contains step-by-step instructions on how to provide emergency first aid for choking on conscious individuals must be posted in each public school cafeteria within the school district. The poster must be easily visible and prominently placed.	Posters containing step-by-step instructions on how to provide emergency first aid for choking are posted in each school cafeteria.
	10h. Each public school shall develop a plan for urgent life-saving emergencies (PULSE) that addresses the appropriate use of school personnel to respond to incidents involving an individual experiencing sudden cardiac arrest or a similar life threatening emergency while on school grounds. Each PULSE must integrate evidence-based core elements and consider those elements recommended by the American Heart Association for schools responding to cardiac emergencies, including but not limited to: 1. Establishing a life-threatening medical emergencies response team. 2. Protocols and procedures for activating the team in response to a suspected emergency. 3. Implementing AED placement and routine maintenance.	GCSD School Health Coordinator will develop the (PULSE) plan for urgent life-saving emergencies. Response Team that will consist of the school nurse and/or HSA, front office staff, school coaches, other educational staff, school administrators, and school security staff. All Pulse Response Team members will maintain current certification in CPR, AED, choking response, and basic first aid. A current roster of Pulse Response Team members is posted in the gymnasium, front office, cafeteria, and school clinic. The roster will include: • Team member names • Assigned location • Walkie-talkie/radio ID • First Aid Kit location

	4. Disseminating and communicating the plan throughout the school. 5. Maintaining ongoing and appropriate staff training. 6. Coordinating and practicing emergency drills, including use of AEDs.	• AED location The Pulse Response Team will meet quarterly to review emergency response procedures, update team assignments and contact information, evaluate equipment readiness, and conduct training or drills as needed to ensure preparedness.
	10i. School officials must work directly with local emergency service providers to integrate the PULSE into the community's emergency responder protocols. Recommendations made by the emergency service responders, such as, but not limited to, school personnel training, drills, medical oversight, equipment procurement, placement, and maintenance must be considered in each public schools' PULSE and in accordance with evidence-based core elements.	GCSD and PULSE Response Team will work directly with local emergency service providers to provide a clear framework for responding to medical emergencies on campus. Recommendations made by the emergency service responders, such as, but not limited to, school personnel training, drills, medical oversight, equipment procurement, placement, and maintenance will be considered in each public schools' PULSE and in accordance with evidence-based core elements.
	10j. No later than July 1, 2027, each public school, including charter schools, must have at least one operational automated external defibrillator on school grounds. The defibrillator must be available in a clearly marked and publicized location. Schools must maintain the defibrillator according to the manufacturer's recommendations and maintain all verification records for such defibrillators. 1. Appropriate school staff must be trained in first aid, cardiopulmonary resuscitation, and defibrillator use. 2. The location of each defibrillator must be registered with a local emergency medical services medical director.	The GCSD & DOH-Gadsden have collaborated to ensure 100% of schools who are members of the Florida High School Athletic Association have AEDs on site. Each school in Gadsden County, both public and charter, has at least two AEDs on campus. The PULSE plan includes the location and expiration date on each AED. All Pulse Response Team members will maintain current certification in CPR, AED, choking response, and basic first aid.
11. Assist in Health Education Curriculum s. 381.0056(4)(a)(13), F.S.	11a. Collaborate with schools, health staff and others in health education curriculum development.	DOH-Gadsden SHS, GCSD, FSU COM, and members of the SHAC will work collaboratively to develop and implement health education curriculum into the schools that will gain interest and engage students.

12. Refer Student to Appropriate Health Treatment s. 381.0056(4)(a)(14), F.S.	12a. Use community or other available referral resources. Assist in locating referral sources for Medicaid eligible, uninsured and underinsured students.	When a health problem is identified all parties work to assist the parent by utilizing resources including DOH-Gadsden, FSU COM staff, local providers, the local federally qualified health center, local community support groups, and referral sources as appropriate.
13. Consult with Parent/Guardian Regarding Student's Health Issues s. 381.0056(4)(a)(15), F.S.; Rule 64F-6.001(1), F.A.C.	13a. Provide consultation with parents/guardians, students, staff and physicians regarding student health issues.	The DOH-Gadsden SHS and FSU COM staff provide phone or face to face consultations, as needed, with parents/guardians and providers to ensure quality care.
14. Maintain Health-Related Student Records s. 381.0056(4)(a)(16), F.S.; s. 1002.22, F.S.; Rule 64F-6.005(1)(2), F.A.C.	14a. Maintain a cumulative health record for each student that includes required information.	The GCSD staff maintain all student cumulative health records in a secure area. DOH-Gadsden SHS work to ensure all the required health information is present in the cumulative record. If missing documentation is identified during the record review, parents will be notified by phone call or mail out notice.
15. Nonpublic School Participation s. 381.0056(4)(a)(18), F.S.; s. 381.0056(5)(a)-(g), F.S.	15a. Notify the local nonpublic schools of the school health services program, allowing the nonpublic school to request participation in the school health services program provided they meet requirements.	Each nonpublic school is contacted annually to inform them that they can request school health services provided they meet requirements. The nonpublic schools contact the GCSD for student-specific health needs.
16. Provision of Health Information for Exceptional Student Education (ESE) Program Placement s. 381.0056(4)(a)(17), F.S.; Rules 6A-6.0331, F.A.C.; 64F-6.006, F.A.C.	16a. The District School Board will ensure that relevant health information for ESE staffing and planning is provided.	GCSD participates in ESE/IEP staffing when a medical condition is present. SHS also provide vision and hearing screening for ESE evaluations with parental consent.
17. Provide In-service Health Training for School Personnel s. 381.0056(6)(b), F.S.; Rule 64F–6.002, F.A.C.	17a. The District School Board will ensure that district staff are provided with training to assist with the day-to-day and emergency health needs of students.	GCSD provide annual training for school personnel as needed to assist with the day-to-day and emergency health needs of students.

18. Health Services and Health Education as Part of the Comprehensive Plan for the School District. s. 381.0056(6)(a), F.S.; Rule 64F-6.002, F.A.C.	18a. The District School Board will ensure that school-based health services and health education are provided to public school children in grades pre-kindergarten - 12.	The GCSD receives health services and health education provided to the public-school children in grades pre-K through 12th in the comprehensive school plan.
19. Physical Facilities for Health Services s. 381.0056(6)(c), F.S.; s.1001.43(7)(a), F.S.; State Requirements for Educational facilities, 2014 and/or State Requirements for Existing Educational Facilities 2014	19a. The District School Board will ensure that adequate health room facilities are made available in each school and meet the Florida Department of Education requirements.	The GCSD Maintenance Department and SHS maintain all school health clinics and ensure that they meet DOE standards.
20. Helping Children be Physically Active and Eating Healthy s. 381.0056(6)(d), F.S.	20a. The District School Board will ensure that at the beginning of each school year, a list of programs and/or resources is made available to the parent/guardian so they can help their children be physically active and eat healthy foods.	DOH-Gadsden and GCSD coordinate with the school faculty each year to send out health packets at the beginning of each new school year. Health information on various topics is also presented throughout the year during outreach initiatives such as open houses, PTOs, and health fairs. Also, nutrition and exercise classes are provided throughout the year by the school nurse and other collaborative teams.
21. Inform Parent/Guardian of the Health Services Provided; . Parental Consent for Health Care Services s.1014.06, F.S.; s.1001.42(8)(c), F.S. s. 381.0056(6)(e), F.S. s. 1001.43(7), F.S. s.1004.06, F.S.	21a. The District School Board will ensure that at the beginning of each school year, the parent/guardian will be informed in writing that their children will receive specified health services as provided for in the district health services plan and the opportunity to request an exemption of any service(s) in writing.	DOH-Gadsden SHS coordinates with the school faculty each year to send out health packets at the beginning of each new school year with a detailed consent form describing the school health services offered. Parents are informed to notify the school health staff in writing if they do not wish for their child to receive these services. SHS are present during Open Houses and parent nights to distribute these packets, meet with parents, and answer any questions they may have. All consent forms are kept in the school clinic and the student's health cumulative record.
	21b. The District School Board must ensure that it develops policies and procedures for the implementation of the Parent's Bill of Rights. Address the following statutory requirements:	1. Written parental consent is obtained before SHS provide, solicit, or arrange for the provision of health care services to a minor student or before medicinal drugs are prescribed to a minor student, except as otherwise authorized by law.

	1. Obtain written parental consent prior to providing, soliciting or arranging to provide health care services or prescribe medicinal drugs to a minor child. 2. Obtain written parental consent prior to a medical procedure to be performed on a minor child in its facility.	2. Written parental consent is obtained before any medical procedure is performed on a minor student at a district facility, except in emergency situations or as otherwise permitted by state or federal law.
22. Declaring a Communicable Disease Emergency s. 1003.22(9), F.S.; Rule 64F-6.002(2)(d), F.A.C.	22a. The CHD Health Officer, or the State Health Officer may declare a communicable disease emergency in the event of any communicable disease for which immunization is required by the Florida Department of Health in a Florida public or private school. A communicable disease policy must be developed and needs to provide for interagency coordination during suspected or confirmed disease outbreaks in schools.	The requirements for reporting a communicable disease are contained in the School Health Services Manual. The SHC is notified if a communicable disease is confirmed within a school and will notify the CHD Health Officer. Necessary measures are being taken to minimize outbreaks. A list of students who have medical exemptions is maintained by the SHC. The school health manual provides guidance on identifying the signs and symptoms of communicable diseases and whether school exclusion is necessary. If SHS have any questions as to whether a student is showing signs of a communicable disease, they are to call the SHC.
23. Administration of Medication and Provision of Medical Services by District School Board Personnel s. 1006.062(1)(a), F.S.;	23a. The District School Board will include provisions to provide training, by an RN, a licensed practical nurse, a physician, or a physician assistant (pursuant to Chapter 458 or 459, F.S.), to the school personnel designated by the school principal to assist students in the administration of prescribed medication.	Principals annually designate a minimum of two unlicensed assistive personnel (UAP) to provide medication administration at their assigned schools during an absence of a school health staff when the clinic cannot be covered. School nurses also identify students with needs at their assigned schools in which staff require specific training. Specific training is provided by an RN, a licensed practical nurse, a physician, or a physician assistant. Demonstration of correct techniques by the designated unlicensed assistive personnel (UAPs) are observed.

24. Policy and Procedure Governing the Administration of Prescription Medication s. 1006.062(1)(b), F.S.; Rule 64B9-14, F.A.C.	24a. The District School Board will adopt policies and procedures governing the administration of prescription medication by district school board personnel and be consistent with delegation practices.	Principals annually designate a minimum of two unlicensed assistive personnel (UAP) to provide medication administration at their assigned schools during an absence of a school health staff when the clinic cannot be covered. School nurses also identify students with needs at their assigned schools in which staff require specific training. Specific training is provided by an NP and demonstration of correct techniques by the designated unlicensed assistive personnel (UAPs) are observed.
25. Policy and Procedure for Allowing Qualified Patients to use Marijuana. s. 1006.062(8), F.S.; s. 381.986, F.S.	25a. Each District School Board shall adopt a policy and a procedure for allowing a student who is a qualified patient, as defined in s. 381.986, F.S., to use marijuana obtained pursuant to that section.	The GCSD has not yet adopted a policy with regards to allowing use of medical marijuana.
	25b. Pursuant to the district policy, develop procedures to follow when parents of students, that are qualified patients, request that medical marijuana be administered to their child at school.	The GCSD has not yet adopted a policy with regards to allowing use of medical marijuana.
	25c. Ensure that all school health room/clinic staff and school staff designated by principals have read and have on file the school district policy on medical marijuana.	The GCSD has not yet adopted a policy with regards to allowing use of medical marijuana.

26. Students with Asthma Carrying a Short-acting Bronchodilator and Components s. 1002.20(3)(h), F.S.;	26a. Students with asthma whose parent/guardian and physician provide written approval, may carry a short-acting bronchodilator and components on their person while in school. Ensure written authorization for using short-acting bronchodilator and components at school is completed and signed by health care provider and parent/guardian.	After obtaining parental and physician approval, the student's knowledge of correct use of the inhaler is assessed. Upon approval by all parties the student is permitted to carry the inhaler while on school grounds. Student specific training is also conducted with the designated school staff.

	26b. If the school district has chosen to maintain supplies of short-acting bronchodilators and components from a wholesale distributor or manufacturer as defined in s. 499.003, F.S., the participating school district shall adopt a protocol developed by a licensed physician for the administration by school personnel who are trained to recognize symptoms of respiratory distress and to administer a short-acting bronchodilators or components. The protocol shall include: 1. Guidance for administering short-acting bronchodilators or components in instances of respiratory distress for a student with a known diagnosis of asthma. 2. If approved by the school district, guidance for administering short-acting bronchodilators or components in instances of respiratory distress for students with no known diagnosis of asthma. 3. A school nurse or trained school personnel shall only administer short-acting bronchodilators and components to students if they have successfully completed training and believe in good faith that the student is experiencing respiratory distress.	Upon approval by all parties the school will maintain short-acting bronchodilators medication on school grounds. Student specific training is also conducted with the designated school staff.
	26c. The school district or school shall provide written notice to the parent of each student enrolled in the school district or school of the school's adopted protocol. The public school must receive prior permission from the parent or guardian to administer a short-acting bronchodilator or components to a student.	DOH-Gadsden SHS identifies students with asthma, obtains parental and physician approval for administering short-acting bronchodilators, then assesses the students' knowledge and ability to use the inhaler. An NP develops an Individual Health Plan (IHP) that includes an Emergency Action Plan (EAP). Student specific training is also conducted with the school health staff.

27. Students with Life Threatening Allergies; Epinephrine Delivery Device, Use and Supply; Emergency Allergy Treatment; Anaphylaxis Policy s. 381.88, F.S.; s. 381.885 F.S.; s. 1002.20(3)(i), F.S.; s. 1002.20(3)(q), F.S.; Rules 6A-6.0251, F.A.C.; 64F-6.004(4), F.A.C.;	27a. Ensure that written parent/guardian and physician authorization has been obtained from students who may carry an Epinephrine Delivery Device and self-administer while enroute to and from school, in school, or at school-sponsored activities.	After obtaining written parental and physician approval, the student's knowledge of correct use of the epinephrine auto-injector is assessed. Upon approval by all parties the student is permitted to carry the medication while on school grounds. Student specific training is also conducted with the designated school staff.
	27b. For students with life threatening allergies, the RN shall develop and update annually IHP that includes an EAP, in cooperation with the student, parent/guardian, physician and school staff. The IHP shall include child-specific training to ensure personnel are prepared to support a student's unique needs, respond and protect the safety of all students from the misuse or abuse of Epinephrine Delivery Devices. The EAP shall direct that 911 will be called immediately for an anaphylaxis event and have a plan of action for when the student is unable to perform self-administration of the Epinephrine Delivery Device.	DOH-Gadsden SHS identifies students with life threatening allergies, obtains parental and physician approval for auto injector use, then assesses the students' knowledge and ability to use the auto injector. An NP develops an Individual Health Plan (IHP) that includes an Emergency Action Plan (EAP). Student specific training is also conducted with the school health staff. After all the above is completed, the student is allowed to carry the auto injector while on school grounds.
	27c. If the school district has chosen to maintain supplies of Epinephrine Delivery Devices from a wholesale distributor or manufacturer as defined in s. 499.003, F.S., the School District Board will ensure that a standing order and written protocol be developed by a licensed physician and is available at all schools where the Epinephrine Delivery Devices are stocked. The participating school district shall adopt a protocol developed by a licensed physician for the administration by school personnel who are trained to recognize an anaphylactic reaction and to administer an epinephrine using approved Epinephrine Delivery Devices.	The GCSD has chosen not to purchase from a wholesale distributor and maintain a stock of epinephrine auto-injectors at this time.
	27d. Each district school board and charter school governing board shall require each	The GCSD ensured that an adequate number of school personnel and contracted personnel were trained in the

	school that serves students in kindergarten through grade 8 to provide training to an adequate number of school personnel and contracted personnel in preventing and responding to allergic reactions, including anaphylaxis. In determining an adequate number, schools and governing boards must consider number of students with an IHP, number of students with a history/risk of anaphylaxis, accessibility of healthcare personnel, and number of trained persons to ensure coverage in areas of higher probability of exposure.	prevention and response to allergic reactions, including anaphylaxis. Training is provided based on student needs, including the number of students with Individualized Healthcare Plans (IHPs), students with a history or risk of anaphylaxis, availability of healthcare personnel, and the need for trained staff coverage in areas where exposure is more likely. Trained personnel are available throughout the school day and during school-sponsored activities to recognize symptoms, implement prevention strategies, and respond appropriately to allergic reactions and anaphylactic emergencies.
	27e.This training must include recognizing the signs of an anaphylactic reaction and administering an FDA-approved epinephrine delivery device that has a pre-measured, appropriate weight-based dose.	GCSD will provide training to school personnel to recognize the signs and symptoms of an anaphylactic reaction and to respond appropriately in an emergency. Training includes instruction on the proper administration of an FDA-approved epinephrine delivery device containing a pre-measured, appropriate weight-based dose, as authorized by applicable guidelines and student healthcare plans. Trained personnel are prepared to provide timely assistance to students experiencing an anaphylactic reaction during the school day and school-sponsored activities.
	27f. Each district school board and charter school governing board shall also require policies and procedures that, for each student in kindergarten through grade 8 who has an emergency action plan for anaphylaxis, such plan must be in effect and accessible at all times when the student is on school grounds during the school day or participating in school-sponsored activities. This includes extracurricular activities, athletics, school dances, and contracted before-school or after-school programs at the student's school. Personnel designated to implement a student's EAP must receive training in order to implement EAP.	DOH-Gadsden and GCSD has established policies and procedures to ensure that students in kindergarten through grade 8 who have an Emergency Action Plan (EAP) for anaphylaxis have their plan developed, maintained, and accessible at all times while the student is on school grounds during the school day or participating in school-sponsored activities. This includes, but is not limited to, extracurricular activities, athletics, school dances, field trips, and contracted before-school or after-school programs located at the student's school. Personnel designated to implement a student's EAP receive training on recognizing the signs and symptoms of anaphylaxis, prevention strategies, emergency response procedures, and the proper actions to take according to the

		student's individualized plan. The district ensures that trained personnel are available during the school day and during school-sponsored activities to provide appropriate support and emergency response for students with a history or risk of anaphylaxis.
28. Diabetes Management, Self Management; Undesignated Glucagon; Type 1 Diabetes Early Detection Program s. 1002.20(3)(j), F.S.; s. 1006.07(f)(2), F.S. s. 381.992 F.S Rule 6A-6.0253, F.A.C.	28a. Students with diabetes must have a Diabetes Medical Management Plan (DMMP) from the student's health care provider that includes medication orders and orders for routine and emergency care.	Each student diagnosed with diabetes has an individual care plan book with an Individual Health Plan (IHP) and an Emergency Care Plan (ECP) to ensure safe self-management of diabetes developed from the DMMP provided by the student's medical provider.
	28b. An IHP will be developed from the DMMP by the RN in collaboration with the parent/guardian, student, health care providers, and school personnel for the management of diabetes while enroute to and from school, in school, or at school-sponsored activities.	Each student diagnosed with diabetes has an individual care plan book with an Individual Health Plan (IHP) to ensure safe self-management of diabetes developed from the DMMP provided by the student's medical provider.
	28c. An EAP will be developed as a child-specific action plan to facilitate quick and appropriate responses to an individual emergency in the school setting. The EAP shall specify when 911 will be called and describe a plan of action when the student is unable to self-administer medication or self-manage treatment as prescribed.	Each student diagnosed with diabetes has an Emergency Care Plan (ECP) to ensure safe self-management of diabetes developed from the DMMP provided by the student's medical provider. Daily blood sugar checks are also kept in these logs for fast access when communicating with physicians and electronically on health office. School health staff will be trained in recognizing signs and symptoms of hypoglycemia/hyperglycemia and appropriate interventions for each. The EAP will specify when 911 needs to be called and outlines the appropriate plan of action if the student is unable to self-administer the prescribed medication or treatment.
	28d. Maintain a copy of the current physician's diabetes medical management plan and develop and implement an IHP and EAP to ensure safe management of diabetes.	A copy of the current physician's diabetes medical management plan is maintained. Each student diagnosed with diabetes has an individual care plan book with an Individual Health Plan (IHP) and an Emergency Care Plan (ECP) to ensure safe management of diabetes developed from the DMMP provided by the student's medical provider.
	28e. Students with diabetes that have physician and parent/guardian approval may carry their diabetic supplies and equipment	Each student diagnosed with diabetes has an individual care plan book with an Individual Health Plan (IHP) and an Emergency Care Plan (ECP) to ensure safe self-

	and self-manage their diabetes while enroute to and from school, in school, or at school-sponsored activities. The written authorization shall identify the diabetic supplies, equipment, and activities the student can perform without assistance for diabetic self-management, including hypoglycemia and hyperglycemia.	management of diabetes. Daily blood sugar checks are also kept in these logs for fast access when communicating with physicians electronically on FOCUS. Upon approval from the appropriate parties, students with diabetes that have physician and parent/guardian may be allowed to carry their diabetic supplies and equipment and self-manage their diabetes while enroute to and from school, in school, or at school-sponsored activities
	28f. Maintain a copy of the current physician's diabetes medical management plan and develop and implement an IHP and EAP to ensure safe self-management of diabetes.	A copy of the current physician's diabetes medical management plan is maintained. Each student diagnosed with diabetes has an individual care plan book with an Individual Health Plan (IHP) and an Emergency Care Plan (ECP) to ensure safe self-management of diabetes developed from the DMMP provided by the student's medical provider.
	28g. School district must allow the use of wireless communication devices by a student during the school day in accordance with a student's IEP, 504, or doctor's note of valid clinical reasoning pursuant.	All students that require communication device for diabetic management are allowed to use a wireless communication device during the school day if that use is required or permitted under the student's Individualized Education Program (IEP), Section 504 plan, or a doctor's note that provides valid clinical reasoning.
	28h. If the school district has chosen to maintain supplies of undesignated glucagon: 1. The undesignated glucagon must be stored in a secure location on the school's premises that is immediately accessible to a school nurse or other school personnel trained to administer glucagon. 2. Undesignated glucagon must be stored in accordance with the manufacturer's instructions.	If a school keeps an undesignated glucagon, it must be stored in a secure location on the school premises that is immediately accessible to the school nurse or other trained school personnel. The glucagon must also be stored according to the manufacturer's instructions.

	28i. A school district or public school who chooses to acquire undesignated glucagon must adopt a protocol developed by a physician licensed under 458 or 459. A participating school's protocol shall include guidance that the undesignated glucagon that is available will be administered as ordered in a student's diabetes medical management plan or health care practitioner's orders, including situations when a student's prescribed glucagon is unavailable or expired.	Any school that chooses to acquire undesignated glucagon must adopt a protocol developed by a physician licensed under Chapter 458 or 459. The school's protocol will include guidance that available undesignated glucagon may be administered according to a student's Diabetes Medical Management Plan (DMMP) or health care practitioner's orders, including situations when the student's prescribed glucagon is unavailable or expired. SHS is adequately trained and prepared to administer glucagon in accordance with the applicable physician orders and established school health procedures.
	28j. A school nurse or trained school personnel shall administer glucagon to students only if such school nurse or trained school personnel have successfully completed training and believe in good faith that the student is experiencing a hypoglycemic emergency.	Any school that chooses to acquire undesignated glucagon must adopt a protocol developed by a physician licensed under Chapter 458 or 459. The school's protocol will include guidance that available undesignated glucagon may be administered according to a student's Diabetes Medical Management Plan (DMMP) or health care practitioner's orders, including situations when the student's prescribed glucagon is unavailable or expired. SHS is adequately trained and prepared to administer glucagon in accordance with the applicable physician orders and established school health procedures.
	28k. Immediately after undesignated glucagon has been administered to a student, an employee of the public school shall call for emergency assistance, notify the school nurse, and notify the student's parent or guardian or emergency contact.	If undesignated glucagon is administered, the trained school employee who provides the medication immediately initiates emergency response procedures by calling for emergency medical assistance, notifying the school nurse or designated healthcare personnel, and contacting the student's parent/guardian or emergency contact. School personnel are trained in the required steps following the administration of undesignated glucagon, including the importance of activating emergency medical services, communicating with appropriate school health staff, and ensuring timely notification of the student's family. Documentation of the incident, including the administration of glucagon and follow-up actions taken, is completed according

		to established district procedures. The school nurse provides follow-up support, reviews the circumstances surrounding the event, and assists with any necessary updates to the student's Individualized Healthcare Plan (IHP), Emergency Action Plan (EAP), or other health documentation as appropriate.
	28l. The Department of Health, in collaboration with school districts throughout the state, shall develop informational materials for the early detection of Type 1 diabetes for parents and guardians of students in voluntary prekindergarten, kindergarten, and first grade in early learning coalitions, school districts, and charter schools. 1. The information provided to parents and guardians shall meet the requirements outlined in F.S. 381.992(3). 2. Annually, early learning coalitions, school district, and charter school must use a standardized methodology for notifying parents and guardians of the availability of the Type 1 diabetes early detection materials available through the department's website.	DOH-Gadsden and GCSD provide informational materials regarding the early detection of Type 1 diabetes to parents and guardians of students enrolled in voluntary prekindergarten, kindergarten, and first grade, as required by Florida Statutes. The district utilizes materials developed by the Florida Department of Health in collaboration with school districts to provide families with information on the signs, symptoms, and risk factors associated with Type 1 diabetes. The information provided to parents and guardians meets the requirements outlined in F.S. 381.992(3) and is intended to increase awareness, promote early recognition of possible symptoms, and encourage timely communication with healthcare providers when concerns arise. The district follows established procedures to ensure that applicable informational materials are made available to families through appropriate school communication methods and that school health personnel are available to support families with health-related questions and resources.
29. Use of Prescribed Pancreatic Enzyme Supplements s. 1002.20(3)(k), F.S.; Rule 6A-6.0252, F.A.C.	29a. Develop and implement an IHP and EAP for management of the conditions requiring pancreatic enzyme supplements and to ensure that the student carries and self-administers such supplements as prescribed by the physician.	An IHP and EAP are developed for students requiring pancreatic enzyme supplements. The school nurse collaborates with the parent/guardian, healthcare provider, and school personnel to ensure the student's health needs are addressed, including medication management, emergency response procedures, and staff awareness. When prescribed and authorized by the healthcare provider,

		students are supported in carrying and self-administering pancreatic enzyme supplements in accordance with district procedures and applicable guidelines. Plans are reviewed and updated as needed to ensure continued student safety and appropriate care.
	29b. Maintain documentation of health care provider and parental/guardian authorization for a student to self-carry and self-administer a prescribed pancreatic enzyme supplement while enroute to and from school, in school, or at school sponsored activities.	DOH-Gadsden SHS verifies that written authorization from the student's healthcare provider and parent/guardian is obtained prior to allowing a student to self-carry and self-administer prescribed pancreatic enzyme supplements. The documentation includes the student's diagnosis/health condition, medication name, dosage, administration instructions, and confirmation that the student has demonstrated the ability to safely and effectively self-administer the medication.
30. Naloxone Use and Supply s. 1002.20(3)(o), F.S.	30a. A public school may purchase a supply of an emergency opioid antagonist approved by the United States Food and Drug Administration (FDA) from a wholesale distributor as defined in s. 499.003, F.S., or may enter into an arrangement with a wholesale distributor or manufacturer as defined in s. 499.003, F.S., for an FDA-approved emergency opioid antagonist. The FDA-approved emergency opioid antagonist must be maintained in a secure location on the public school's premises.	DOH-Gadsden and GCSD established procedures for obtaining, maintaining, and securing FDA-approved emergency opioid antagonists on school campuses. The district may purchase emergency opioid antagonists from an approved wholesale distributor or maintain an arrangement with an authorized manufacturer or distributor in accordance with state requirements. Upon receipt, emergency opioid antagonists are documented and stored in a secure, designated location on school premises that allow timely access by trained authorized personnel while maintaining medication security. School health personnel monitor the supply, including expiration dates, storage requirements, and replacement needs, to ensure the medication remains available and effective for emergency use. The district maintains records related to the acquisition, storage, and maintenance of emergency opioid antagonists. Procedures are reviewed with appropriate school personnel to ensure awareness of the location of the medication and the requirements for proper handling and response in accordance with district policies and state guidelines.

	30b. If the school district has chosen to obtain and maintain supplies of naloxone, it is recommended the school district ensure that a written protocol regarding storage, maintenance, accessibility and administration of naloxone be developed and available at all schools where naloxone is stored in school health clinics.	GCSD has elected to stock naloxone with the School Resource Officers (SRO). Documentation related to naloxone storage, maintenance, administration, and incident response is maintained in accordance with district procedures and applicable state guidelines. The written protocol is reviewed periodically and updated as needed to ensure continued compliance and readiness to respond to opioid-related emergencies.
31. Use and possession of headache medications s.1002.20(3)(p), F.S.	31a. A student may possess and use a medication to relieve headaches while on school property or at a school-sponsored event or activity without a physician's note or prescription if the medication is regulated by the FDA for over-the-counter use to treat headaches.	The district requires parent/guardian authorization and notification procedures for students who carry and self-administer over-the-counter headache medication to ensure student safety, awareness of medication use, and appropriate communication between families and school personnel. Documentation of parent/guardian authorization is maintained according to district procedures. The medication must remain in the original container and be used only by the student for whom it is intended.
32. Administration of Medication and Provision of Medical Services by Nonmedical Assistive Personnel s. 1006.062(4), F.S.; Rules: 64B9-14.002(3), F.A.C., 64B9-14, F.A.C.;	32a. Nonmedical assistive personnel will be allowed to perform health-related services upon successful completion of child specific training by an RN or advanced registered nurse practitioner, physician, or physician assistant.	Training is based on the student's Individualized Healthcare Plan (IHP) and includes specific healthcare procedures, safety precautions, emergency response, and documentation requirements. Completion of training and competency validation are documented and maintained by the NP.
	32b. An RN must document health-related child-specific training for delegated staff. The delegation process shall include communication to the unlicensed assistant personnel (UAP) which identifies the task or activity, the expected or desired outcome, the limits of authority, the time frame for the delegation, the nature of the supervision required, verification of delegate's understanding of assignment, verification of monitoring and supervision. The documentation of training and competencies	DOH-Gadsden and GCSD ensure that an NP documents all child-specific health-related training provided to delegated staff. The delegation process includes communication of the assigned task, expected outcome, scope and limits of authority, timeframe for completion, and required level of supervision. An NP verifies the unlicensed assistive personnel's (UAP) understanding of the assigned duties and provides ongoing monitoring and supervision as required. Documentation of training and competency validation is completed, signed, and dated by both an NP and the trainee and maintained according to district procedures.

	should be signed and dated by the RN and the trainee.	
	32c. The RN providing delegated authority will ensure that the use of nonmedical assistive personnel shall be consistent with delegation practices per requirements.	An NP evaluates the appropriateness of delegation, provides necessary child-specific training, verifies competency, and ensures appropriate supervision and monitoring of delegated tasks in accordance with the student's Individualized Healthcare Plan (IHP), district procedures, and state guidelines.
33. Background Screening Requirements for School Health Services Personnel Chapter 435, F.S., s. 381.0059, F.S.; s. 1012.465, F.S.	33a. The District School Board and CHD will ensure that any person who provides services under this school health services plan meets the requirements of a level 2 background screening.	Background screenings are completed and verified in accordance with Florida statutes and applicable district procedures. Documentation of required screenings is maintained, and individuals are not permitted to provide health services until all screening requirements have been met.
34. Involuntary Examination s. 394.463, F.S. including: s. 1002.20(3)(l), F.S.; s. 1002.33(9), F.S.; s. 381.0056(4)(a)(19), F.S.	34a. The District School Board will ensure that it develops policies and procedures for the implementation of this statutory requirement. A reasonable attempt must be made to notify a student's parent/guardian, or caregiver before the student is removed from school, school transportation, or a school-sponsored activity and taken to a receiving facility for an involuntary examination.	DOH-Gadsden and GCSD have established policies and procedures for responding to situations requiring an involuntary examination in accordance with statutory requirements. When a student is removed from school, school transportation, or a school-sponsored activity for an involuntary examination, school personnel make a reasonable attempt to notify the student's parent/guardian or caregiver prior to the student being transported to a receiving facility, unless notification would interfere with the safety of the student or others. School personnel follow established crisis response procedures, ensure appropriate supervision and support for the student, and coordinate with designated school staff, emergency personnel, and the receiving facility as needed. All actions taken, including notification attempts and transportation arrangements, are documented according to district procedures and applicable requirements.
35. Care of Students with Epilepsy or Seizure Disorders: s. 1006.0626, F.S.	35a. Requires schools, including charter schools, to provide epilepsy or seizure disorder care to a student under certain circumstances.	DOH-Gadsden and GCSD have established procedures to provide epilepsy or seizure disorder care to students when required. An IHP and EAP are developed to address the student's specific healthcare needs.

		Plans include seizure recognition, emergency response procedures, medication administration as prescribed, and care responsibilities for designated trained personnel. School personnel who are responsible for supporting the student receive child-specific training as appropriate and follow the student's healthcare plan to ensure a safe and timely response during the school day and school-sponsored activities.
	35b. Provide requirements for the implementation of an individualized seizure action plan, in a form determined by the medical professional, for a student with epilepsy or a seizure disorder.	The EAP is a component of the IHP and is listed in the IHP as such. It is a clearly written step-by-step set of instructions for what to do in an epilepsy emergency.
	35c. Provide that an individualized seizure action plan remains in effect until certain criteria are met.	Each student diagnosed with epilepsy or seizure disorder has an individual care plan book based on a physicians' medical management plan with an Individual Health Plan (IHP) and an EAP to ensure continuity of care. An individualized seizure action plan remains in effect for an entire school year unless updated orders are received. Must be updated annually by physician and parent/guardian.
	35d. Authorize a school to provide training and supports to a student in the absence of such a plan.	With parental permission, staff designated by the principal receive annual training by SHS on the student's specific medication and physician orders. The training is documented in the student's medical record, HMS and FOCUS.
	35e. Provides requirements that a school nurse or appropriate school employee who received the Individualized Seizure Action Plan (ISAP) shall coordinate the care of such students and verify the training of certain school employees, including any employee who teaches or transports the student to and from school or school activities, in the care of the students.	Each school nurse or appropriate school employee who receives the Individualized Seizure Action Plan (ISAP) shall coordinate the student's care and verify that the designated school employee, including those who teach the student or transport the student to and from school or school activities, are trained to provide appropriate care. Staff members should receive training at the beginning of each school year; with refresher training provided throughout the year as needed.
	35f. Provide requirements for such training; based on guidance issued by the Department of Education. The completion of training is valid for 5 years.	With parental permission, staff designated by the principal receive annual training by SHS on the student's specific medication and physician orders.

	35g. Each school, including charter schools, must display a poster developed by the Department of Education which describes the basic steps of responding to an individual having a seizure.	Each school, including charter schools, will be provided with a poster developed by the Department of Education that describes the basic steps for responding to an individual having a seizure.
36. Availability of menstrual hygiene products. s.1006.064, F.S.	36a. If the school district has chosen to make menstrual hygiene products available in each school at no charge within the district. The menstrual hygiene products may be located in the school nurse's office, other school facilities for health services, and in restrooms within each school, including wheelchair accessible restrooms. Participating schools will ensure that students are informed about the product's availability and location.	With parental permission each school health clinic provides menstrual hygiene products at no charge. Students will be informed about the products' availability and location.

PART II: COMPREHENSIVE SCHOOL HEALTH SERVICES (CSHSP)		
Statute and/or Rule References	**Program Standard/Requirement**	**Local Implementation Strategies and Activities**
37. The provision of Comprehensive School Health Services. The services provided under This section are additional and are intended to supplement, rather than supplant, basic School Health services. s. 381.0057(6), F.S.; s. 743.065, F.S.	37a. Provide in-depth health management, interventions and follow-up through the increased use of professional school nurse staff.	The school health staff works diligently to provide in-depth health management, interventions, and monitoring with thorough assessments and referrals to appropriate specialist/providers.
	37b. Provide health activities that promote healthy living in each school.	School Health collaborates with numerous agencies to provide a variety of health promotion/ healthy living activities within each school and regular health fairs.
	37c. Provide health education classes.	All SHS are required to provide health education classes at their assigned schools throughout the year.

	37d. Provide or coordinate counseling and referrals to decrease substance abuse/ misuse.	SHS works collaboratively with school guidance counselors, resource officers, and Capital City Youth Services for referring children in need of substance abuse counseling. FSU mental health also provides onsite and tele-mental health counseling for students, school faculty and parents.
	37e. Provide or coordinate counseling and referrals to decrease the incidence of suicide attempts.	SHS work collaboratively with school guidance counselors, GCSD psychologists, resource officers and Capital City Youth Services for referrals of students in need of counseling. FSU mental health also provides onsite counseling for students, school faculty, and parents.
	37f. Provide or coordinate health education classes to reduce the incidence of substance abuse or misuse, suicide attempts, and other high-risk behaviors.	All SHS are required to provide or coordinate health education classes. The classes are aimed at reducing incidence of substance abuse, suicide prevention, violence prevention, Human Growth and Development and other high-risk behaviors. The content of information taught in these classes is sensitive and age appropriate and in accordance with approval from the Gadsden County School District.
	37g. Identify and provide interventions for students at risk for early parenthood.	SHS obtain open communication with all GCSD staff. School guidance counselors are encouraged to refer any child identified to be at risk for early parenthood to the school health staff. At this point the school health staff works collaboratively with the local agencies to provide additional services and information to reduce the student's risk of early parenthood.
	37h. Provide counseling and education of teens to prevent and reduce involvement in sexual activity.	GCSD, DOH-Gadsden, and SHS will provide health information, literature and resources if a student is seeking information. Students at risk for teen pregnancy are encouraged to seek Family Planning services or contact their healthcare provider.
	37i. Collaborate with interagency initiatives to prevent and reduce teen pregnancy.	GCSD guidance counselors and SHS in collaboration with Healthy Start, DOH Family Planning services, and other agencies to aim to prevent and reduce teen pregnancy.
	37j. Facilitate the return to school after delivery and provide interventions to decrease repeat pregnancy.	SHS and GCSD provide students and families with information and referrals to available community health services, including WIC and Healthy Start.
	37k. Refer all known pregnant students to staff for prenatal care and Healthy Start services.	SHS will refer all known pregnant students to Healthy Start and a private physician if they do not have one. The SHS, counselors, FSU COM staff, and Healthy Start work collaboratively to assist the pregnant student in establishing

		appointments. The pregnant student will receive routine support from school health nurses & FSU APRN during the pregnancy.

PART III: HEALTH SERVICES FOR FULL SERVICE SCHOOLS		
Statute and/or Rule References	**Program Standard/Requirement**	**Local Implementation Strategies and Activities**
38. Full Service Schools s. 412.3026(1), F.S.	38a. The State Board of Education and the Florida Department of Health shall jointly establish FSS to serve students from schools that have a student population at high risk of needing medical and social services.	N/A
	38b. Designate FSS based on demographic evaluations.	N/A
	38c. Provide nutritional services.	N/A
	38d. Provide basic medical services.	N/A
	38e. Provide referral to dependent children Temporary Assistance to Needy Families (TANF).	N/A
	38f. Provide referrals for abused children.	N/A
	38g. Provide specialized services as an extension of the educational environment that may include nutritional services, basic medical services, aid to dependent children, parenting skills, counseling for abused children, counseling for children at high risk for delinquent behavior and their parent/guardian, and adult education.	N/A

	38h. Develop local agreements with providers and/or partners for in-kind health and social services on school grounds.	N/A

PART IV: Detailed Description of Local Agency(s) Roles and Responsibilities

Statute and/or Rule References	Program Standard/Requirement	Local Implementation Strategies and Activities
39. Command structure, accountability, outcome indicators, resource management, and data systems: 64F-6.002, F.A.C.	39a. Describe how responsibilities and duties to operate the school health services program are divided among the agencies involved in implementation. Please review: 1. Employing or contracting for all health-related staff, the supervision of all school health services personnel regardless of funding source. 2. List the agency responsible for the day-to-day school clinic operations and management oversight. 3. List the resources or tools that are shared between agencies within your school health program. 4. Explain who is responsible for performance evaluations of clinical operations, and how are the evaluations completed and documented. 5. Explain who is responsible for Quality Improvement planning, implementation, and tracking for school health operations.	DOH-Gadsden school health program is responsible for the employment of DOH staff and contracted nurses from the school nurse staffing program. The SHS and contracted nurses cover all the public schools in the district. FSU- rural health program has a Memorandum of Understanding (MOU) with the school district, and they have one fulltime Advance Practice Registered Nurses (APRN) that provide healthcare services. DOH-Gadsden is responsible for the daily operations of the school clinics. DOH-Gadsden school health budget is responsible for purchasing all medical, office supplies and leasing copiers. DOH-Gadsden and FSU each completes an annual performance evaluation on their staff members. FSU requests feedback from the SHC during staff evaluations. Quality Improvement planning is discussed with a multidisciplinary approach receiving input and feedback from the GCSD, FSU and DOH-Gadsden.

	39b. Explain how the program collaborates in the planning and implementation of statutory requirements, rules, policies and routines. Please review the formal process used and each step taken during this collaborative task.	DOH-Gadsden SHC shares the school health statutory with each school health service staff member via email. Each school clinic has a school health manual with a printed copy of the statutory requirements. We meet monthly to discuss requirements, rules, policies and routines.
	39c. Describe the communication between agencies. Please review how frequently agencies meet to discuss progress and challenges facing the program and when the school health services plan is reviewed each year for the purpose of updating the planning.	The school health liaison and the SHC review the health plan annually. Agencies meet quarterly to discuss progress and challenges facing the program.
	39d. Describe the data ownership and the responsibilities of data owners. Explain the requirements related to data sharing, agreements, data translation, and exchanges. Please review 1. Who is responsible for data collection? 2. Who is responsible for data cleaning? 3. Who is responsible for data quality assurance? 4. Where does services data reside? 5. Is there a formal data definitions and query manual?	All agencies are currently using a new electronic system identified as FOCUS and both the GCSD and DOH-Gadsden SHS have access to the program. The SHS also maintains hard copies of services rendered. However, the owner of the program is the school district. DOH-Gadsden is responsible for data collection. The school district is responsible for cleaning, data quality assurance and maintaining the data. We are not aware of a formal data definition and query manual.
	39e. What is your step-by-step procedure and established timelines for the resolution of interagency conflicts. Please review a specific example of this process being utilized and its outcome.	When conflicts arrive, we send an email and/or make a telephone call to the school health liaison. We receive a response within 1 day. If the liaison is unable to resolve the conflict, the concern is then moved to the Assistant Superintendent for Support Services. The Assistant Superintendent will contact the liaison and the SHC to seek additional information or schedule a TEAMS meeting and/or an

		in-person meeting. This process usually takes 2-4 days. If the conflict is not resolved with the Assistant Superintendent, then the conflict is elevated to the Superintendent and the County Health Office/Administrator, a TEAMS meeting would be scheduled with all the parties for a resolution.
	39f. Describe how agencies coordinate training and knowledge sharing to maintain consistency in the implementation of statutory requirements. Please review examples of coordinated training and knowledge sharing.	DOH-Gadsden SHS notifies the school's principals via email or a face-to-face meeting to discuss the annual medication administration and bloodborne pathogens trainings.

END OF TEXT

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8c

DATE OF SCHOOL BOARD MEETING: November 17, 2026

TITLE OF AGENDA ITEM: Head Start Program Area of Noncompliance Corrective Action Plan, Selection Criteria, Recruitment Plan and ERSEA Policies and Procedures

DIVISION: Head Start / PreK

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

PURPOSE AND SUMMARY OF ITEM: School Board Approval of the Head Start Area of Noncompliance Corrective Action Plan, Selection Criteria, Recruitment Plan and ERSEA Policies and Procedures

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Valencia Denson VD .

11/06/26

POSITION: Director of Head Start / PreK

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: _____

Gadsden County Public Schools
Head Start Program
2027-2028 Selection Criteria and Point System for Head Start

Participants are selected for enrollment, from the highest to the lowest points, according to the point system established for categories based on the needs of the community within the Gadsden County Public Schools Head Start service area.

Age Eligibility	**Points**	
4 year old (on or before September 1)	5	
3 year old (on or before September 1)	10	
Income Eligibility		
SNAP Assistance (Supplemental Nutrition Assistance Program)	50	
Public Assistance (TANF/SSI)	50	
Homelessness	50	
Foster Child	50	
Child/Family is Income Eligible *(between the 101-130% of the federal poverty guidelines)*	10	
Child/Family is Income Eligible *(above the 130% of the federal poverty guidelines)*	5	
Parental Status		
Non-Parental **(Grandparent, Relative, Kinship Care,)**	10	
Single Parent	7	
Teen Parent	5	
Pregnant Teen **(at the time of registration)**	5	
Two Parents	3	
Special Needs Eligibility		
Child has Disability **(Documentation must be present within file)**	10	
Suspected Disability **(Documentation must be present within file)**	5	
Continuity of Care Eligibility		
Child Transitioning from Early Head Start (EHS) to Head Start (HS)	10	
Circumstances Affecting Families Eligibility		
Protective Services Child	10	
Parent Incarcerated	10	
Parent/Guardian Didn't Finish High School or Not Working	5	
Parent/Guardian in School/Training Program	10	
Referred for services by a child welfare agency	7	
Working Parent/Guardian	7	
Mental Health / Substance Abuse Services / Domestic Violence	5	
LEP Student **(Limited English Proficiency)**	5	
Family in Transition – **Life Changes** (changing jobs, loss of employment, divorce, separation of parents, recently moved or relocated sudden death/terminal illness of an immediate family member, recent diagnosis of a health issue, victim/witness of a violent crime)	5	

Total ____

Qualifies for Title I / VPK (4 yr. old) ____ **Qualifies for Head Start** ____ **Over Income** _____

Child's Name: _____ **Staff Initials:** _____ **Date:** _____

Gadsden County Head Start Program
2026–2027 Recruitment Plan

Purpose:

The purpose of the recruitment plan is to ensure that the Gadsden County Head Start Program identifies, recruits, and enrolls eligible children and families throughout the service area. Recruitment efforts will prioritize children and families experiencing homelessness, children in foster care, children with disabilities, and families with limited income. The program will implement ongoing recruitment strategies to maintain full enrollment and ensure eligible children have access to comprehensive Head Start services.

1. Recruitment Goals

1. Maintain 100% funded enrollment throughout the program year.
2. Increase awareness of Head Start services throughout Gadsden County.
3. Strengthen recruitment efforts to identify eligible children, including homeless children, children in foster care, and children with disabilities.
4. Establish partnerships with community agencies to identify and refer to eligible families.
5. Maintain an accurate waiting list and monitor enrollment trends.
6. Ensure recruitment and selection practices are consistent with Head Start eligibility requirements and selection criteria.

2. Recruitment Strategies and Activities

Recruitment Activity	Implementation Strategy
Community Outreach	Distribute flyers and brochures throughout the county.
School Partnerships	Collaborate with elementary schools, VPK providers, and childcare centers.
Community Agencies	Partners with the Department of Children and Families, homeless shelters, food banks, and social service agencies.

Social Media	Advertise enrollment opportunities through Facebook , radio stations and the program website.
Community Events	Participate in health fairs, back-to-school events, and community festivals.
Parent Referrals	Encourage currently enrolled families to refer eligible children.
Homeless and Foster Care Outreach	Work with community organizations to identify and refer children experiencing homelessness or in foster care.
Children with Disabilities	Collaborate with Early Steps, Child Find, and local school district Exceptional Student Education personnel.

3. Recruitment Timeline

Timeframe	Activity
August–September	Review enrollment, identify vacancies, and update waiting lists.
October–November	Conduct community outreach and strengthen agency partnerships.
December–January	Review recruitment data and target underrepresented populations.
February–March	Increase enrollment awareness and conduct community recruitment activities.
April–May	Continue recruitment for the upcoming program year.
June–July	Continue application intake, eligibility verification, and enrollment preparation.
Ongoing	Monitor vacancies, waiting lists, referrals, and recruitment activities.

4. Responsible Personnel

- ERSEA Coordinator: Oversees recruitment activities, monitors enrollment, and maintains recruitment documentation.
- Family Service Workers: Conduct family outreach, distribute recruitment materials, and assist families with applications.

- Center Staff: Identify potential applicants and share enrollment information with families.
- Program Director: Provides oversight and ensures recruitment activities align with program goals.
- Policy Council and Governing Body: Participate in reviewing recruitment efforts and supporting community outreach.

5. Ongoing Monitoring Plan

The ERSEA Coordinator will monitor recruitment activities monthly to evaluate the effectiveness of recruitment strategies and ensure the program is reaching eligible families throughout the service area.

Monitoring will include:

- Reviewing monthly enrollment and vacancy reports.
- Monitoring the waiting list and identifying areas where additional recruitment is needed.
- Tracking referrals from community agencies.
- Reviewing the number of children identified in homeless, foster care, and disability categories.
- Maintaining documentation of recruitment activities, including flyers, sign-in sheets, referral forms, and outreach logs.
- Evaluating recruitment efforts and making adjustments when enrollment goals are not being met.

6. Evaluation of Recruitment Effectiveness

At the end of each program year, the ERSEA Coordinator and management team will evaluate recruitment activities to determine which strategies were most effective in reaching eligible families. Recruitment data will be used to identify gaps, strengthen community partnerships, and develop strategies for the upcoming program year.

CORRECTIVE ACTION PLAN/QUALITY IMPROVEMENT PLAN
Gadsden County Head Start Program
Grant # 04CH012905

CITATION	Eligibility - 1302.12(c)(1)
DESCRIPTION OF NON-COMPLIANCE	The grant recipient did not ensure it only enrolled eligible participants. *During the ERSEA Eligibility File Review, 12 of 65 files were found to be in the "Family income is above 130 percent" category; 6 files over the 10 percent allowance for the program sample.

GOAL:	The Gadsden Head Start Program will strengthen its ERSEA eligibility determination and enrollment procedures to ensure that all enrolled children meet Head Start eligibility requirements and that over-income enrollment does not exceed the allowable limit. The program will implement consistent income verification, accurate income calculations, supervisory approval, and ongoing monitoring of ChildPlus reports to ensure compliance with federal Head Start regulations. The ERSEA Coordinator will monitor over-income enrollment monthly, and staff will receive annual ERSEA training to promote consistent implementation of eligibility policies and procedures.
DESIRED OUTCOME:	The program expects to achieve and maintain compliance with applicable Head Start eligibility requirements. Staff will demonstrate consistent understanding and application of eligibility requirements, eligibility files will contain appropriate documentation, and enrollment decisions will prioritize children who meet Head Start eligibility requirements.

Actions Taken	Time Frame/ Date Completed	Person(s) Responsible	Documentation/ Data Tracking	Ongoing Monitoring Plan
The ERSEA Coordinator provided mandatory refresher training to all ERSEA staff on applicable Head Start eligibility requirements and program policies and procedures, including: • Income eligibility requirements; • Verification and documentation of income; • Eligibility categories;	September 2026	HS Director, ERSEA Coordinator, ChildPlus Consultant	Agenda, sign-in sheet	ERSEA training is provided annually to all applicable staff and documented. All newly hired staff responsible for ERSEA activities will receive ERSEA training within the first month of employment. Completion of the training required for new hires is documented on the employee onboarding checklist and maintained

Actions Taken	Time Frame/ Date Completed	Person(s) Responsible	Documentation/ Data Tracking	Ongoing Monitoring Plan
• Selection priorities; • Requirements related to over-income enrollment; and • Proper documentation in the eligibility file.				as part of the employee's training records. The ERSEA Coordinator monitors training records monthly to ensure that all applicable staff have completed the required ERSEA training within the established timeframe. Any missing or overdue training is identified and addressed promptly. Monitoring results and any corrective actions taken is documented and maintained for ongoing review.
Implemented an additional supervisory review (3rd party review) of eligibility files before enrollment when an applicant is identified as over-income.	September 2026	ERSEA Coordinator, HS Director	Verification Form	ChildPlus reports are reviewed bi-weekly by the ERSEA Coordinator to identify applicants classified as over-income. Each identified over-income application are reviewed to ensure that the required third-party verification has been obtained and documented prior to enrollment. The ERSEA Coordinator maintains documentation of the bi-weekly reviews, including identified over-income applications and verification status. Any missing or incomplete third-party verification are addressed

Actions Taken	Time Frame/ Date Completed	Person(s) Responsible	Documentation/ Data Tracking	Ongoing Monitoring Plan
				promptly and documented. The Head Start Director or designated management staff periodically review the monitoring results to ensure continued compliance with ERSEA requirements.
The ERSEA Coordinator maintains a monthly report showing the number and percentage of children enrolled in each eligibility category. The report specifically identifies children who fall within the over-income category and will be reviewed before additional over-income applicants are enrolled.	September 2026 - Monthly	ERSEA Coordinator	CP Report 2001 and 2004	1. The ERSEA Coordinator updated the Enrollment by Eligibility Category Report monthly. The report identifies the number and percentage of children enrolled in each eligibility category and specifically identifying over-income children. 2. The ERSEA Coordinator reconciles the monthly report against the current enrollment roster and eligibility records to verify the accuracy and completeness of the data. 3. Before each over-income applicant is enrolled, the ERSEA Coordinator reviews: • The current enrollment report; • The waiting list;

Actions Taken	Time Frame/ Date Completed	Person(s) Responsible	Documentation/ Data Tracking	Ongoing Monitoring Plan
				• Applicable selection criteria; and • The applicant's eligibility and supporting documentation. 4. The ERSEA Coordinator conduct a biweekly review of enrollment data and monitoring documentation. Any discrepancies, missing documentation, or procedural concerns are documented and corrected. 5. The ERSEA Coordinator and Head Start Director reviews enrollment trends quarterly to identify recurring issues and determine whether additional training, technical assistance, or procedural changes are needed.
The program implemented an additional supervisory review of eligibility files before enrollment when an applicant is identified as over-income. The reviewer verifies that:	September 2026 - Monthly	ERSEA Coordinator, ChildPlus Consultant, HS Director	Monthly Enrollment Eligibility Report (ChildPlus Report 2001 and 2004)	The ERSEA Coordinator reviews over-income enrollment data monthly and maintains documentation of supervisory reviews. The Head Start Director reviews the monitoring results and verifies that corrective procedures are consistently implemented. Any discrepancies

CORRECTIVE ACTION PLAN/QUALITY IMPROVEMENT PLAN
Gadsden County Head Start Program
Grant # 04CH012905

Actions Taken	Time Frame/ Date Completed	Person(s) Responsible	Documentation/ Data Tracking	Ongoing Monitoring Plan
• All income documentation has been obtained through a three-step verification process; • Income calculations are accurate; • The applicant meets the applicable eligibility requirements or provision allowing enrollment; • Review agency status of income using ChildPlus report 2001; • Selection priorities have been followed; and • The file contains adequate supporting documentation. All over income verification have a three-step verification with the director's signature.				identified during monitoring will be addressed promptly and documented to ensure continued compliance with Head Start eligibility, recruitment, selection, enrollment, and attendance requirements.
Prior to enrolling an over-income applicant, ERSEA staff reviews the waiting list and selection criteria to	September 2026 - Monthly	ERSEA Staff, ERSEA Coordinator, HS Director	Eligibility Selection Review Form Current Waiting List (CP Report 2125)	The ERSEA Coordinator conducts ongoing monitoring of over-income applicants to ensure that the program follows established eligibility, recruitment, selection, and enrollment procedures. Prior to the

CORRECTIVE ACTION PLAN/QUALITY IMPROVEMENT PLAN
Gadsden County Head Start Program
Grant # 04CH012905

Actions Taken	Time Frame/ Date Completed	Person(s) Responsible	Documentation/ Data Tracking	Ongoing Monitoring Plan
determine whether eligible applicants are available for enrollment. Documentation of the selection decision will be maintained in accordance with program procedures.			Selection Criteria Form	enrollment of each over-income applicant, ERSEA staff reviews the current waiting list and selection criteria to determine whether eligible applicants are available for enrollment. The ERSEA Coordinator reviews the documentation supporting each over-income selection decision and conducts monthly file reviews to verify that the waiting list review, selection criteria, and rationale for the enrollment decision are appropriately documented. Monitoring results are documented on the program's ERSEA monitoring checklist. Any findings are communicated to the staff responsible, corrected promptly, and tracked to completion. The ERSEA Coordinator reviews monitoring results quarterly to identify trends and determine whether additional staff training or procedural changes are needed.

CORRECTIVE ACTION PLAN/QUALITY IMPROVEMENT PLAN
Gadsden County Head Start Program
Grant # 04CH012905

Actions Taken	Time Frame/ Date Completed	Person(s) Responsible	Documentation/ Data Tracking	Ongoing Monitoring Plan
The Program developed and implemented a written policy and procedure requiring ERSEA staff to utilize the Housing Adjustment Calculator when an applicant was initially determined to be over-income and the tool was applicable under Head Start eligibility requirements. ERSEA staff reviewed family housing expenses, completed the calculator as appropriate, and maintained the calculation results and supporting documentation in the applicant's eligibility file. The ERSEA Coordinator reviewed eligibility determinations to ensure accuracy and compliance with applicable Head Start regulations.	December 2026 - monthly	ERSEA Coordinator, Family Service Workers	ChildPlus Report 2004	The ERSEA Coordinator conducts monthly reviews of eligibility files for applicants initially determined to be over-income to verify that the Housing Adjustment Calculator was utilized when applicable under Head Start eligibility requirements. The review ensures that housing expense documentation is maintained, calculations are accurate, and results are documented in the applicant's eligibility file. The ERSEA Coordinator verifies that eligibility determinations are reviewed and approved before enrollment. Any errors or missing documentation identified during monitoring was corrected promptly, and additional staff training was provided as needed. Monthly monitoring results are documented and maintained to demonstrate ongoing compliance with Head Start eligibility requirements and program procedures.
The Gadsden Head Start Program strengthened its recruitment efforts to identify and enroll eligible children, including children experiencing homelessness, children in foster care,	September 2026 - Monthly	ERSEA Coordinator, Family Service Workers	Recruitment Plan	The ERSEA Coordinator monitors recruitment activities monthly to ensure the program continues to strengthen outreach efforts to identify and recruit eligible children, including children experiencing

CORRECTIVE ACTION PLAN/QUALITY IMPROVEMENT PLAN
Gadsden County Head Start Program
Grant # 04CH012905

Actions Taken	Time Frame/ Date Completed	Person(s) Responsible	Documentation/ Data Tracking	Ongoing Monitoring Plan
and children with disabilities. The program increased community outreach and collaboration with local schools, homeless service providers, foster care agencies, community organizations, and agencies serving children with disabilities to improve referrals and access to Head Start services. ERSEA staff reviewed and updated recruitment strategies to ensure that underserved and vulnerable populations were identified and given opportunities to apply for enrollment. Staff were informed of the importance of identifying children who may qualify under applicable eligibility categories and ensuring that families receive assistance with the application and enrollment process. Recruitment activities and community partnerships were documented to demonstrate outreach efforts. The ERSEA Coordinator monitored recruitment activities and enrollment data to evaluate the effectiveness of outreach efforts and identify areas needing improvement.				homelessness, children in foster care, and children with disabilities. The review includes recruitment logs, community partnership activities, referral records, applications received, and enrollment data to evaluate the effectiveness of outreach efforts. The ERSEA Coordinator will verify that staff maintain ongoing communication with community agencies, local schools, homeless service providers, foster care agencies, and organizations serving children with disabilities. Monitoring results are documented and reviewed to identify gaps in recruitment efforts and determine whether additional outreach strategies or staff training are needed. Corrective measures are implemented and documented when recruitment efforts do not adequately reach eligible children.

CORRECTIVE ACTION PLAN/QUALITY IMPROVEMENT PLAN
Gadsden County Head Start Program
Grant # 04CH012905

Actions Taken	Time Frame/ Date Completed	Person(s) Responsible	Documentation/ Data Tracking	Ongoing Monitoring Plan
The Gadsden Head Start Program strengthened Governing Board and Policy Council involvement in reviewing program performance, monitoring enrollment and eligibility practices, and supporting the development of responsive action plans to address identified areas of noncompliance. Program updates, corrective actions, and ongoing monitoring results were shared with appropriate governing bodies to promote accountability and informed decision-making. Meeting agendas, minutes, and supporting documentation were maintained to demonstrate participation and oversight. The program engaged its assigned Training and Technical Assistance (T/TA) Specialist to obtain guidance and support in developing and implementing responsive corrective action plans. Technical assistance focused on strengthening ERSEA procedures, eligibility verification, over-income enrollment practices, recruitment	September 2026 – December 2026, Quarterly	ERSEA Coordinator, HS Director	Agenda and minutes from the governing board, policy council and T/TA Specialist	The Head Start Director ensures that the Governing Board and Policy Council receive regular updates on ERSEA compliance, eligibility determinations, over-income enrollment, recruitment efforts, and corrective action progress. Meeting agendas, minutes, reports, and other supporting documentation are reviewed quarterly to verify that both governing bodies are informed and involved in program oversight and decision-making, consistent with their respective roles and responsibilities. The Head Start Director and ERSEA Coordinator collaborates with the assigned Head Start Program Specialist and Training and Technical Assistance (T/TA) Specialist to review corrective action plans, assess progress, and identify additional support needed to address areas of noncompliance. Recommendations and technical assistance provided are documented, and program procedures are revised as needed. Monitoring results and progress toward corrective action goals are reviewed quarterly to ensure that

CORRECTIVE ACTION PLAN/QUALITY IMPROVEMENT PLAN
Gadsden County Head Start Program
Grant # 04CH012905

Actions Taken	Time Frame/ Date Completed	Person(s) Responsible	Documentation/ Data Tracking	Ongoing Monitoring Plan
efforts, and ongoing monitoring systems. Recommendations and guidance received were incorporated into program improvement efforts to support compliance with Head Start requirements and promote continuous improvement.				corrective measures are implemented, sustained, and effective in maintaining compliance with Head Start requirements.
The ChildPlus Consultant provided training to ERSEA Coordinator and HS Director on the proper use of the Housing Adjustment Calculator and the required documentation to support eligibility determinations. We were trained on how to accurately calculate housing adjustments, apply the appropriate adjustments when determining family income, and maintain supporting documentation in the child's eligibility file. The Housing Adjustment Calculator procedure was reviewed with staff to ensure consistent application of the policy.	November 2026	ERSEA Coordinator, HS Director, CP Consultant	Agenda and minutes HS Policies and Procedures	The ERSEA Coordinator and/or designated supervisory staff conduct ongoing monitoring to ensure the Housing Adjustment Calculator is used correctly and consistently for all applicable over-income applicants. A review of eligibility files will be conducted monthly to verify that the Housing Adjustment Calculator was appropriately applied, calculations were accurate, and supporting documentation was maintained in the child's eligibility file. Any discrepancies identified during monitoring are addressed immediately through corrective action, staff coaching, and/or additional training. Monitoring results are documented and reviewed with ERSEA staff to ensure continued compliance with Head Start eligibility

CORRECTIVE ACTION PLAN/QUALITY IMPROVEMENT PLAN
Gadsden County Head Start Program
Grant # 04CH012905

Actions Taken	Time Frame/ Date Completed	Person(s) Responsible	Documentation/ Data Tracking	Ongoing Monitoring Plan
				requirements and agency policies and procedures.
The Head Start Program reviewed and updated its Selection Criteria to ensure that children are prioritized and selected for enrollment in accordance with Head Start eligibility requirements, program priorities, and the needs of the community. The updated Selection Criteria were reviewed by ERSEA staff and program leadership and incorporated into the enrollment and selection process. The updated criteria were also shared with the Policy Council and Governing Body for review and approval. Staff are required to use the updated Selection Criteria when reviewing the waiting list and making enrollment selections to ensure that selection decisions are consistent, equitable, and properly documented.	November 2026	ERSEA Coordinator	Selection Criteria	The ERSEA Coordinator conducts ongoing monthly monitoring of the enrollment and selection process to ensure consistently applying the updated Selection Criteria. The waiting list and enrollment selections are reviewed to verify that children are selected according to established eligibility requirements, selection priorities, and program criteria. Documentation supporting each selection decision will be reviewed for accuracy and completeness. Any discrepancies or inconsistencies identified during monitoring will be addressed immediately through staff coaching, technical assistance, and/or additional training. Monitoring results are documented and reviewed with ERSEA staff and program leadership to ensure continued compliance with Head Start requirements and the approved Selection Criteria.

Gadsden County Schools Head Start/Prekindergarten

Policies and Procedures Manual

1302 Subpart A — Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA)

Updated to the current Head Start Program Performance Standards, 45 CFR Part 1302, Subpart A (as amended August 21, 2024, 89 FR 67806–67808; eCFR current as of 11/03/2026)

Incorporates the 2026–2027 Recruitment Plan

Supersedes the ERSEA Policies and Procedures revised 4/13/2017

DRAFT FOR AGENCY REVIEW — November 2026

Prepared by YData Solutions LLC

Agency name updated from the 2017 name, "Gadsden County School District Head Start/Pre-K Program," to "Gadsden County Schools Head Start/Prekindergarten." Staff position titles are carried forward from the 2017 policy and the 2026–2027 Recruitment Plan.

Contents

Document Control 1
How to Read This Document 1
Summary of Changes: 2017 Policy Crosswalk 1
ERSEA-Wide Provisions 1
§1302.10 Purpose 1
§1302.11 Determining Community Strengths, Needs, and Resources – Service Area and Community Assessment 1
Section 1. Exact Federal Performance Standard (Verbatim) 1
Section 2. Agency Policy 1
Section 3. Detailed Agency Procedures 1
Section 4. Monitoring Protocol 1
§1302.12 Determining, Verifying, and Documenting Eligibility (including Application, Intake, and ChildPlus Data Entry) 1
Section 1. Exact Federal Performance Standard (Verbatim) 1
Section 2. Agency Policy 1
Section 3. Detailed Agency Procedures 1
Section 4. Monitoring Protocol 1
§1302.13 Recruitment of Children and Annual Recruitment Plan 1
Section 1. Exact Federal Performance Standard (Verbatim) 1
Section 2. Agency Policy 1
Section 3. Detailed Agency Procedures 1
Section 4. Monitoring Protocol 1
§1302.14 Selection of Children 1
Section 1. Exact Federal Performance Standard (Verbatim) 1
Section 2. Agency Policy 1
Section 3. Detailed Agency Procedures 1
Section 4. Monitoring Protocol 1
§1302.15 Enrollment of Children (including Application Packet, Enrollment Criteria, and Changes in Status) 1
Section 1. Exact Federal Performance Standard (Verbatim) 1
Section 2. Agency Policy 1
Section 3. Detailed Agency Procedures 1
Section 4. Monitoring Protocol 1
§1302.16 Attendance, Absenteeism, and Withdrawal of Children 1
Section 1. Exact Federal Performance Standard (Verbatim) 1
Section 2. Agency Policy 1
Section 3. Detailed Agency Procedures 1

Section 4. Monitoring Protocol 1
§1302.17 Suspension and Expulsion of Children 1
Section 1. Exact Federal Performance Standard (Verbatim) 1
Section 2. Agency Policy 1
Section 3. Detailed Agency Procedures 1
Section 4. Monitoring Protocol 1
§1302.18 Policy on Fees 1
Section 1. Exact Federal Performance Standard (Verbatim) 1
Section 2. Agency Policy 1
Section 3. Detailed Agency Procedures 1
Section 4. Monitoring Protocol 1
Appendix A. Internal Monitoring Checklist — Standard Fields 1
Appendix B. Corrective Action Record and Monthly Report-Out Elements 1
Appendix C. Items Requiring Agency Verification or Decision 1
Appendix D. Corrective Action Plan Crosswalk — §1302.12(c)(1) 1

Document Control

Agency	Gadsden County Schools Head Start/Prekindergarten
Content Area	Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA)
Federal Standards Covered	45 CFR §§1302.10–1302.18 (Part 1302, Subpart A)
Federal Text Source	eCFR, Title 45, Part 1302, Subpart A — "up to date as of 11/03/2026; Title 45 last amended 11/03/2026." Verified word-for-word on November 5, 2026.
Supersedes	ERSEA Policies and Procedures (Policy IDs 20000–20008, 201, 207, 212, 214, 216, 217, 221), revised 4/13/2017; Policy Council approval 7/25/2017; Board approval 10/24/2017
Incorporates	2026–2027 Recruitment Plan; Application Status Procedures, ChildPlus Application Status (Enrollment), Program Term 2026–2027 (§1302.12, Procedure A-1); Corrective Action Plan — Eligibility, §1302.12(c)(1) (Appendix D)
System of Record	ChildPlus
ERSEA Content Area Lead	ERSEA Coordinator (as named in the 2026–2027 Recruitment Plan; agency to confirm)
Policy Council Approval	_____
Governing Body Approval	_____
Next Scheduled Review	Annually, following the community assessment update

How to Read This Document

Marking	Meaning
Yellow highlighted text	New or revised language compared with the 2017 ERSEA Policies and Procedures.
Plain (unhighlighted) text	Carried forward from the 2017 policy without substantive change (wording may be lightly tightened or reformatted).
~~Red strikethrough text~~	2017 language recommended for removal because it conflicts with, or is no longer supported by, the current standard. Delete after approval.
NEW SECTION / NEW — … tag	The whole section or subsection is new. Text inside a tagged section is not highlighted line by line.
Shaded lavender box	Verbatim federal regulatory text (45 CFR). Federal requirement — not agency-authored.
[Agency to confirm…]	A decision or fact the agency must supply. All such items are listed in Appendix C.

Each policy is organized in four sections, in this order: **(1) Exact Federal Performance Standard (Verbatim); (2) Agency Policy; (3) Detailed Agency Procedures; (4) Monitoring Protocol.** Each policy also opens with a header block (carried forward from the 2017 format) and a Summary of Changes from the 2017 policy.

Summary of Changes: 2017 Policy Crosswalk

The 2017 manual contained 17 ERSEA policies. In this update they are grouped under the federal standard each one implements, so every requirement for a standard appears in one place. No 2017 policy was dropped; each is carried forward in the section shown.

2017 Policy ID and Title	2026 Location	Key Changes
20000 Determining Community Strengths, Needs, and Resources – Service Area	§1302.11	Consolidated with 20001. Adds 2024 community assessment purposes, expanded data elements, and required annual-update topics. Delegate-agency steps retained.
20001 Community Assessment	§1302.11	Annual review now must address homelessness; equity, accessibility, and inclusiveness; and publicly funded pre-K, using self-assessment and funding application results.
20002 Determining, Verifying and Documenting Eligibility	§1302.12	Gross income calculation; excessive housing cost adjustment adopted for families above the poverty line, following OHS guidance; Director sign-off (with ChildPlus Report 2001 – Management Report – Enrollment) before any 101–130% or over-income family is selected; record retention changed from three years to one year; training frequency policy required; supervisory eligibility review added.
201 Eligibility Verification – Head Start Application	§1302.12	Merged into §1302.12 procedures. Adds online, telephone, and in-person application options.
216 Intake and Record-Keeping Systems	§1302.12	Merged into §1302.12 procedures. Adds ChildPlus entry timelines and supervisory review.
217 ChildPlus Data Entry	§1302.12 / Monitoring	Merged. ChildPlus formally established as the system of record.
20003 Recruitment of Children	§1302.13	Adds modern technologies and reduced paperwork burden; "other vulnerable children" becomes "other children in need."
20003a Recruitment of Children Plan	§1302.13	Replaced by the 2026–2027 Recruitment Plan: year-round timeline and monthly monitoring by the ERSEA Coordinator (2017: February/March plan; quarterly monitoring by the Family Service Coordinator).
20004 Selection of Children	§1302.14	IDEA 10% now based on total actual enrollment (2017: funded enrollment); optional staff-children priority; new barriers-to-enrollment analysis. Blank income point values in the 2017 table flagged.
20005 Enrollment of Children	§1302.15	Adds user-friendly enrollment review (§1302.15(g)); obsolete citations corrected; immunization language aligned to state requirements.
207 ERSEA Application Packet	§1302.15	Merged. Forms tied to voluntary activities identified as not a condition of enrollment.
212 Enrollment Criteria	§1302.15	Merged. 2017 language allowing vacancies to go unfilled in the last 30 days recommended for removal.
214 Change in Enrollment Status	§1302.15	Merged. Obsolete citations (1305.2(b), 1305.8) removed.

2017 Policy ID and Title	2026 Location	Key Changes
221 Change in Status	§1302.15	Merged. Obsolete citation (1304.51(g)) removed; ChildPlus timeline added.
20006 Attendance, Absenteeism, and Withdrawal of Children	§1302.16	Adds transportation barrier review (§1302.16(a)(2)(v)); withdrawal conditioned on documented reengagement; internal inconsistencies corrected.
20007 Suspension and Expulsion of Children	§1302.17	"Prohibit or severely limit" suspension; suspension only after mental health consultant-recommended supports have not reduced the threat; documented reentry steps.
20008 Policy on Fees	§1302.18	Adds §1302.18(b) allowable fees.

ERSEA-Wide Provisions

ChildPlus as the System of Record

NEW

ChildPlus is the official system of record for ERSEA. Applications, eligibility determinations and supporting documents, selection scores and the waiting list, enrollment status and changes in status, daily attendance, and related case notes are recorded in ChildPlus. Paper files support, but do not replace, ChildPlus records. Staff who enter data do so accurately and on time, consistent with the Program's confidentiality policies (carried forward from 2017 Policy 217). Access is limited to staff whose duties require it.

Federal vs. Agency Requirements

Each procedure shows whether its timeline comes from federal regulation, the 2017 policy, the 2026–2027 Recruitment Plan, or a new proposal in this draft. An agency-selected deadline is never presented as a federal requirement.

Program Options

The 2017 policy and the 2026–2027 Recruitment Plan describe Head Start/Pre-K services. Provisions that apply only to Early Head Start, Migrant or Seasonal Head Start, or tribal programs are reproduced in the verbatim federal text but are applied in agency procedures only where the Program operates that option. The agency should confirm its program options (Appendix C).

Corrective Action Plan Alignment — §1302.12(c)(1)

NEW

The Program's Corrective Action Plan addresses this finding: "The grant recipient did not ensure it only enrolled eligible participants." "During the ERSEA Eligibility File Review, 12 of 65 files were found to be in the "Family income is above 130 percent" category; 6 files over the 10 percent allowance for the program sample." The processes in the Corrective Action Plan are built into these policies and procedures; Appendix D shows where each one appears.

Governance oversight. The Head Start/Pre-K Director ensures the Governing Board and Policy Council receive regular updates — at least quarterly — on ERSEA compliance, eligibility determinations, over-income enrollment, recruitment efforts, and corrective action progress. Agendas, minutes, reports, and supporting documentation are kept and reviewed quarterly to verify both bodies are informed and involved in oversight and decision-making, consistent with their roles.

Training and technical assistance. The Head Start/Pre-K Director and ERSEA Coordinator work with the assigned Head Start Program Specialist and Training and Technical Assistance (T/TA) Specialist to review the Corrective Action Plan, assess progress, and identify additional support needed. Recommendations and technical assistance are documented, and these procedures are revised as needed. Monitoring results and progress toward corrective action goals are reviewed quarterly.

§1302.10 Purpose

This manual contains the Program's policies and procedures for Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA). The federal purpose statement for Subpart A is reproduced below. Each policy that follows is organized in four sections: (1) Exact Federal Performance Standard (Verbatim); (2) Agency Policy; (3) Detailed Agency Procedures; and (4) Monitoring Protocol.

§ 1302.10 Purpose.

This subpart describes requirements of grant recipients for determining community strengths, needs and resources as well as recruitment areas. It contains requirements and procedures for the eligibility determination, recruitment, selection, enrollment and attendance of children and explains the policy concerning the charging of fees.

[81 FR 61412, Sept. 6, 2016, as amended at 89 FR 67806, Aug. 21, 2024]

Source: Electronic Code of Federal Regulations (eCFR), 45 CFR §1302.10, "up to date as of 11/03/2026"; text verified word-for-word against eCFR on November 5, 2026. Federal requirement — not agency-authored.

§1302.11 Determining Community Strengths, Needs, and Resources – Service Area and Community Assessment

Policy ID(s)	20000 and 20001 (ERSEA) — consolidated
Related Regulations	45 CFR §1302.11; §1302.14(d); §1302.102(c)
Revised by	[Agency to complete] — Draft prepared by YData Solutions LLC
Revision Date	Draft — November 2026
Approved by	Policy Council: _____ Governing Body: _____ (2017: Policy Council 7/25/2017; Board 10/24/2017)
Responsibility	Head Start/Pre-K Director; Policy Council; Governing Body; ERSEA Coordinator; Community Assessment Workgroup
Timeline	Service area: before grant application is submitted. Comprehensive community assessment: at least once over the five-year grant. Annual review and update: each year before the funding application and selection criteria are finalized.
Evaluation	Grant application; Community Assessment; Annual Community Assessment Update; Policy Council and Governing Body minutes

Summary of Changes from the 2017 Policy

- Policy IDs 20000 (Service Area) and 20001 (Community Assessment) are consolidated under §1302.11.
- Adds the five purposes the community assessment must serve, including informing recruitment and selection priorities and identifying the communication methods that best reach families (§1302.11(b)(1)).
- Expands the minimum data set: race and ethnicity; children living in poverty; barriers such as transportation; transportation and culturally responsive resources; and gaps in community resources (§1302.11(b)(2)).
- Annual review now must address, at a minimum, homelessness; equity, accessibility, and inclusiveness; and publicly funded pre-kindergarten, and should use self-assessment and funding application results. The 2017 policy required an update only for significant changes.
- 2017 delegate-agency steps (1.3–1.6) are retained as agency practice. The agency should confirm whether these steps are still needed.
- Section 4 (Monitoring Protocol) is new.

Section 1. Exact Federal Performance Standard (Verbatim)

NEW SECTION — verbatim federal text replaces the 2017 paraphrase

§ 1302.11 Determining community strengths, needs, and resources.

(a) Service area.

(1) A program must propose a service area in the grant application and define the area by county or sub-county area, such as a municipality, town or census tract or jurisdiction of a federally recognized Indian reservation.

(i) A tribal program may propose a service area that includes areas where members of Indian tribes or those eligible for such membership reside, including but not limited to Indian reservation land, areas

designated as near-reservation by the Bureau of Indian Affairs (BIA) provided that the service area is approved by the tribe's governing council, Alaska Native Villages, Alaska Native Regional Corporations with land-based authorities, Oklahoma Tribal Statistical Areas, and Tribal Designated Statistical Areas where federally recognized Indian tribes do not have a federally established reservation.

(ii) If the tribe's service area includes any area specified in paragraph (a)(1)(i) of this section, and that area is also served by another program, the tribe may serve children from families who are members of or eligible to be members of such tribe and who reside in such areas as well as children from families who are not members of the tribe, but who reside within the tribe's established service area.

(2) If a program decides to change the service area after ACF has approved its grant application, the program must submit to ACF a new service area proposal for approval.

(b) Community wide strategic planning and needs assessment (community assessment).

(1) A program must conduct a comprehensive community assessment at least once over the five-year grant period and annually review and update if any significant changes are needed as described in paragraph (b)(5) of this section to:

(i) Identify populations most in need of services including prevalent social or economic factors, challenges, and barriers experienced by families and children;

(ii) Inform the program's design and to ensure equitable, inclusive, and accessible service delivery that reflect needs and diversity of the community;

(iii) Inform the enrollment, recruitment, and selection process to prioritize the enrollment of those populations with relevant circumstances identified under paragraph (b)(1)(i) of this section;

(iv) Identify strengths and resources in the community that can be leveraged for service delivery, coordination, and partnership efforts for education, health, nutrition, and referrals to social services to eligible children and families; and,

(v) Identify the communication methods and modalities available to the program that best engage with prospective and enrolled families in accessible ways.

(2) In conducting the community assessment, a program must collect and utilize data that describes community strengths, needs, and resources and include, at a minimum:

(i) Relevant demographic data about eligible children and expectant mothers, including:

(A) Race and ethnicity;

(B) Children living in poverty;

(C) Children experiencing homelessness in collaboration with, to the extent possible, McKinney-Vento Local Education Agency Liaisons (42 U.S.C. 11432 (6)(A));

(D) Children in foster care;

(E) Children with disabilities, including types of disabilities and relevant services and resources provided to these children by community agencies; and

(F) Geographic location and languages they speak;

(ii) The education, health, nutrition and social service needs of eligible children and their families, including prevalent social or economic factors, challenges, and barriers to program participation such as transportation needs;

(iii) Typical work, school, and training schedules of parents with eligible children;

(iv) Other child development, child care centers, and family child care programs that serve eligible children, including home visiting, publicly funded State and local preschools, and the approximate number of eligible children served and their ages;

(v) Resources that are available in the community to address the needs of eligible children and their families, especially transportation resources, and culturally appropriate and responsive supports;

(vi) Strengths of the community; and,

(vii) Gaps in community resources in areas relevant to addressing the needs of eligible children and their families such as gaps in health and human services, housing assistance, food assistance, employment assistance, early childhood development, and social services.

(3) Programs should have a strategic approach:

(i) To determine what data to acquire to reach goals in paragraph (b)(1) of this section prior to conducting the community assessment; and

(ii) For how to use the data acquired to reach goals in paragraph (b)(1) of this section after conducting the community assessment.

(4) When determining what data to acquire under paragraph (b)(2) of this section programs should consider what information is most relevant to inform services for families most in need. Data gathering should be informed by the program's understanding of the community and be intentionally designed to help the program identify community strengths, needs and resources, and plan the program accordingly. Programs are not required to collect all information themselves; rather programs should utilize community partners and utilize existing available data sources relevant to the local community.

(5) A program must annually review and, where needed, update the community assessment to identify any significant shifts in community demographics, needs, and resources that may impact program design and service delivery. As described in paragraph (b)(4) of this section, programs should consider results from their self-assessment as required in subpart J of this part (§§ 1302.101 through 1302.103) and their annual funding application to inform this process. The annual update review must consider at a minimum: changes related to children and families experiencing homelessness; how the program addresses equity, accessibility, and inclusiveness in its provision of services; and changes to the availability of publicly funded pre-kindergarten and whether it meets needs of families. Programs must consider how the annual review and update can inform and support management approaches for continuous quality improvement, program goals, and ongoing oversight.

(6) A program must consider whether the characteristics of the community allow it to include children from diverse economic backgrounds that would be supported by other funding sources, including private pay, in addition to the program's eligible funded enrollment. A program must not enroll children from diverse economic backgrounds if it would result in a program serving less than its eligible funded enrollment.

[81 FR 61412, Sept. 6, 2016, as amended at 89 FR 67806, Aug. 21, 2024]

Source: Electronic Code of Federal Regulations (eCFR), 45 CFR §1302.11, "up to date as of 11/03/2026"; text verified word-for-word against eCFR on November 5, 2026. Federal requirement — not agency-authored.

Section 2. Agency Policy

It is the policy of the Gadsden County Schools Head Start/Prekindergarten to propose and maintain a defined service area in its grant application and to conduct a community-wide strategic planning and needs assessment (community assessment) to design a program that meets community needs and builds on strengths and resources. The Program uses the community assessment to identify the populations most in need of services; to design equitable, inclusive, and accessible services; to prioritize recruitment, selection, and enrollment of those families; to leverage community strengths and partnerships; and to identify the communication methods that best engage prospective and enrolled families.

The Program reviews and updates the community assessment annually. Findings are formally carried into the Recruitment Plan, the selection criteria, the barriers-to-enrollment analysis, program goals, and continuous quality improvement. ChildPlus is the Program's official system of record for the enrollment, demographic, and waiting list data used in the assessment, and the Community Assessment Report and annual updates are kept in the Program's planning file. The Policy Council and Governing Body exercise oversight of the assessment and the decisions it informs.

Section 3. Detailed Agency Procedures

Timeline basis: ***Federal*** *= required by 45 CFR;* ***Agency (2017 policy)*** *= carried forward from the 2017 policy;* ***Agency (2026–2027 Recruitment Plan)*** *= from the agency's plan;* ***Agency practice (added November 2026)*** *= current agency practice provided for this update;* ***Agency (Corrective Action Plan)*** *= process from the Program's Corrective Action Plan for §1302.12(c)(1);* ***Proposed*** *= new agency timeline recommended in this draft for agency confirmation. Agency timelines are not federal requirements.*

A. Service Area Definition and Change Control

Responsible Staff and Required Action	Timeline (basis)	Documentation / ChildPlus Entry	Follow-Up / Supervisory Review
Head Start/Pre-K Director proposes the service area in the grant application and defines it by county or sub-county area, such as a municipality, town, or census tract.	Before grant application is submitted — Agency (2017 policy)	Grant application; service area description kept in the planning file	Executive leadership reviews before submission.
If the Program decides to change the service area after ACF has approved the grant application, the **Head Start/Pre-K Director** submits a new service area proposal to ACF for approval. The change is not implemented until ACF approval is received.	Before any change — Federal	ACF submission and approval letter	Policy Council and Governing Body informed of the proposal and the ACF decision.
The **Head Start/Pre-K Director** notifies the Policy Council of a need for a delegate agency area when the Community Assessment, Census, or other pertinent data show such a need in the service area.	As identified — Agency (2017 policy)	Policy Council minutes	Agency to confirm this step is still applicable.
The Grantee analyzes the capacity of any proposed provider to deliver quality Head Start and/or Pre-K services, and may ask potential providers to express their interest in writing. The Policy Council, in partnership with the Head Start/Pre-K Director and the Governing Body, reviews and approves the selection of delegate agencies and their service areas when applicable.	As applicable — Agency (2017 policy)	Capacity analysis; written expressions of interest; approvals	Governing Body approval

B. Comprehensive Community Assessment (at least once over the five-year grant)

Responsible Staff and Required Action	Timeline (basis)	Documentation / ChildPlus Entry	Follow-Up / Supervisory Review
Head Start/Pre-K Director convenes a Community Assessment Workgroup (ERSEA Coordinator, Family Service Coordinator, Health/Mental Health Coordinator, Education/Disability Coordinator, and the staff member who manages ChildPlus data). Before collecting data, the Workgroup decides what data are needed to meet the purposes in §1302.11(b)(1) and how the data will be used afterward.	Proposed agency timeline — confirm	Workgroup data plan	Director approves the data plan.
Workgroup collects data describing community strengths, needs, and resources, including at a minimum: demographic data on eligible children and expectant mothers (race and ethnicity; children living in poverty; children experiencing homelessness, in collaboration with McKinney-Vento liaisons to the extent possible; children in foster care; children with disabilities, including types of disabilities and services provided by community agencies; geographic location; and languages spoken); education, health, nutrition, and social service needs, including barriers to participation such as transportation; typical parent work, school, and training schedules; other child development and child care programs serving eligible children, with approximate numbers and ages served; community resources, especially transportation and culturally appropriate and responsive supports; strengths of the community; and gaps in community resources (health and human services, housing assistance, food assistance, employment assistance, early childhood development, and social services).	Within the five-year grant — Federal	Data sources list; ChildPlus enrollment, demographic, and waiting list exports	Director verifies all §1302.11(b)(2) elements are present before the report is finalized.
Workgroup uses community partners and existing data sources rather than collecting all information itself — for example, the Department of Children and Families, homeless service providers, Early Steps, Child Find, and the school district's Exceptional Student Education personnel (partners named in the 2026–2027 Recruitment Plan).	During data collection — Federal (guidance)	Partner data requests and responses	ERSEA Coordinator tracks outstanding partner data.
Workgroup analyzes the data to identify the populations most in need, barriers, strengths, gaps, and the communication methods that best reach families, and writes a Community Assessment Report with findings and recommendations.	Proposed agency timeline — confirm	Community Assessment Report	Director reviews for completeness.
Head Start/Pre-K Director presents the assessment to the Policy Council and Governing Body.	Before grant application — Agency (2017 policy)	Policy Council and Governing Body minutes	Governance oversight

C. Annual Review and Update

Responsible Staff and Required Action	Timeline (basis)	Documentation / ChildPlus Entry	Follow-Up / Supervisory Review
Head Start/Pre-K Director and **Workgroup** review the community assessment each year and update it where needed to identify significant shifts in community demographics, needs, and resources, including increased availability of publicly funded pre-kindergarten (including whether it meets the needs of families and whether it is offered for a full school day), rates of family and child homelessness, and significant shifts in demographics and resources. The review must also consider how the Program addresses equity, accessibility, and inclusiveness in its services.	Annually — Federal; completed before selection criteria are approved (Proposed)	Annual Community Assessment Update (dated)	Director signs off on the update.
Workgroup considers the Program's self-assessment results and the annual funding application in the review, and documents how the update informs management, continuous quality improvement, program goals, and ongoing oversight.	Annually — Federal	Self-assessment report; funding application; update narrative	Director
ERSEA Coordinator carries findings into the Recruitment Plan, the selection criteria (§1302.14(a)), and the barriers-to-enrollment analysis (§1302.14(d)).	Within 30 days after the update is approved (Proposed)	Revised Recruitment Plan and selection criteria	Policy Council and Governing Body approve selection criteria changes.

D. Children from Diverse Economic Backgrounds

Responsible Staff and Required Action	Timeline (basis)	Documentation / ChildPlus Entry	Follow-Up / Supervisory Review
Head Start/Pre-K Director considers whether community characteristics allow the Program to include children from diverse economic backgrounds supported by other funding sources, including private pay, in addition to the eligible funded enrollment. The Program does not enroll such children if doing so would result in serving less than the eligible funded enrollment.	Annually with the assessment review — Federal	Assessment narrative; ChildPlus funding source on enrollment records	ERSEA Coordinator verifies funded enrollment is maintained.

E. Family Communication, Exceptions, and Corrective Action

Responsible Staff and Required Action	Timeline (basis)	Documentation / ChildPlus Entry	Follow-Up / Supervisory Review
Findings on the communication methods families prefer (for example, text, social media, telephone, in-person, and language needs) are shared with Family Service staff and used in recruitment and enrollment materials.	Proposed agency timeline — confirm	Staff meeting notes	ERSEA Coordinator

Responsible Staff and Required Action	Timeline (basis)	Documentation / ChildPlus Entry	Follow-Up / Supervisory Review
If the assessment or annual update is incomplete, late, or missing a required element, the Director assigns corrective action with a due date and reports the status to the Policy Council and Governing Body.	Proposed agency timeline — confirm	Corrective action log	Escalated to executive leadership if unresolved by the due date.

Section 4. Monitoring Protocol

NEW SECTION — not in 2017 policy

4.1 Monitoring Protocol Statement

The Program monitors compliance with 45 CFR §1302.11 to verify that the service area is current and approved, that the community assessment is completed within the five-year grant, that the annual update addresses each required topic, and that findings are actually used in recruitment, selection, and program design. Monitoring relies on ChildPlus data checks, the Community Assessment Checklist, scheduled reports, supervisory accountability, corrective action tracking, and governance oversight. It verifies both that the work was done and that the documentation is accurate, timely, and of sufficient quality.

4.2 System of Record — ChildPlus

ChildPlus is the Program's official system of record for this standard. It is used to:

- Supplies enrollment, demographic (race, ethnicity, language), eligibility category, homelessness, foster care, and disability data for the assessment and annual update.
- Supplies waiting list and application data that show unmet need and priority populations by site.
- Provides year-over-year comparisons used in the annual update and self-assessment.
- The Community Assessment Report itself is kept in the planning file; ChildPlus is the source of program data within it.

ChildPlus module and screen names below reflect standard ChildPlus functions. Local screen names, field names, and report numbers must be verified against the Program's ChildPlus configuration before this protocol is finalized.

4.3 Internal Monitoring Checklist (ChildPlus-Aligned)

The reviewer completes the checklist for each file or record reviewed. Each row is marked Yes / No / Not Applicable and also records the standard monitoring fields listed in Appendix A (participant or family identifier, program option and site, enrollment date, reviewer, findings, corrective action, responsible staff, due date, date corrected, verification, and supervisor approval). The reviewer checks the quality and completeness of the documentation, not just whether a field has an entry.

Compliance Verification Item	Citation	Required Documentation	ChildPlus Module / Screen
Service area definition matches the approved grant application	§1302.11(a)	Grant application; ACF approval of any change	N/A (planning file)
Comprehensive assessment completed within the five-year grant	§1302.11(b)(1)	Dated Community Assessment Report	N/A (planning file)

Compliance Verification Item	Citation	Required Documentation	ChildPlus Module / Screen
All minimum data elements are present and sourced	§1302.11(b)(2)	Report data sections; source list	Enrollment/demographic data exports
Annual update addresses homelessness; equity, accessibility, and inclusiveness; and publicly funded pre-K	§1302.11(b)(5)	Annual update narrative	Eligibility category and homeless indicators
Findings are reflected in the Recruitment Plan and selection criteria	§1302.11(b)(1)(iii); §1302.14(a)	Plan and criteria dated after the update	Selection Criteria setup
Policy Council and Governing Body review documented	Agency	Minutes	N/A

4.4 Required ChildPlus Screens to Review

Screen	Information That Should Be Present	Requirement Supported	Discrepancies to Identify	Follow-Up When Deficient
Enrollment / Family and Child demographics	Race, ethnicity, primary language, address, site	§1302.11(b)(2)(i)	Blank or "unknown" values; addresses outside the service area	Data Manager corrects entries with Family Service staff before data are exported.
Eligibility (category fields)	Income, public assistance, homeless, foster care, over-income categories	§1302.11(b)(2)(i); (b)(5)	Categories inconsistent with eligibility documents	Return to Family Service Coordinator for correction.
Disabilities	IEP/IFSP status and disability type	§1302.11(b)(2)(i)(E)	Missing disability type	Education/Disability Coordinator corrects.
Waiting list / applications	Unserved eligible applicants by site and category	§1302.11(b)(1)(i)	Stale or duplicate applications	ERSEA Coordinator purges duplicates per policy.

4.5 ChildPlus Reporting Schedule

Frequency	ChildPlus Report / Data Source	Monitoring Purpose	Responsible Staff
Weekly	Not required for this standard	—	—
Monthly	Proposed report: enrollment demographics and waiting list by site and category — [verify ChildPlus report # / saved query]	Track shifts in need between annual updates	ERSEA Coordinator
Quarterly	Proposed report: priority population trends (homeless, foster care, disability) — [verify ChildPlus report #]	Flag significant shifts that may warrant an interim update	Head Start/Pre-K Director
Annually	Year-over-year enrollment and eligibility category data — [verify ChildPlus report #]; Community Assessment Checklist	Support the annual update and self-assessment	Director; Workgroup; Policy Council and Governing Body

Report numbers are not listed until verified in the Program's ChildPlus. Items marked "Proposed" are recommended monitoring reports or saved queries. For each report, the reviewer checks the relevant fields, date ranges, and statuses, resolves discrepancies with the responsible staff member, and records findings on the checklist.

4.6 Monitoring Cadence and File Review Expectations

Weekly

- Not applicable at the participant level; urgent shifts (for example, a natural disaster affecting housing) are reported to the Director immediately.

Monthly

- The 100% monthly review of newly enrolled participant files is carried out under §1302.12 and §1302.15. For this standard, the ERSEA Coordinator checks that new enrollee demographic and eligibility category fields are complete, since these data feed the assessment.
- Review open action items from the last annual update.

Quarterly

- Director reviews priority population trends and the status of assessment-driven actions.

Annually

- Complete the annual review and update; complete the Community Assessment Checklist; report to the Policy Council and Governing Body; feed results into the self-assessment.

These review frequencies are agency-established monitoring controls unless a federal requirement specifies otherwise. Immediate health, safety, or other urgent concerns are escalated without waiting for the next scheduled review.

4.7 Accountability by Role

Role	Monitoring Responsibility
Family Service staff	Enter complete, accurate demographic and eligibility category data in ChildPlus.
ERSEA Coordinator (Content Area Lead)	Pulls ChildPlus data, completes the checklist, carries findings into recruitment and selection, and reports monthly.
Data Manager / ChildPlus Administrator (agency to confirm position)	Maintains data integrity and the reports used for the assessment.
Head Start/Pre-K Director	Leads the assessment and annual update; ensures findings are used; approves corrective actions.
Executive leadership (agency to confirm title)	Addresses significant or systemic concerns.
Policy Council and Governing Body	Review the assessment and update; approve the service area and selection criteria; oversee related decisions without access to confidential participant data.

4.8 Corrective Action Documentation and Escalation

Every deficiency is recorded on the Corrective Action Record (Appendix B) with the finding, the federal or agency requirement, the participant or area affected, date identified, responsible staff, required action, due date, evidence of correction, date of supervisory verification, and status (Open / In Progress / Corrected / Verified / Escalated). Timelines are proportionate to severity. Repeat or unresolved findings trigger supervisory follow-up, root cause analysis, targeted training or technical assistance, increased monitoring frequency, escalation to the Head Start/Pre-K Director, and a documented systemic improvement plan when warranted. Serious health, safety, or other urgent concerns require immediate action. For this standard:

- A missing required data element or late annual update is corrected within 30 days (Proposed).

- A service area change implemented without ACF approval is escalated immediately to the Director and executive leadership.

4.9 Monthly Content Area Report-Out

The Content Area Lead compiles a monthly compliance summary for the Head Start/Pre-K Director that includes the ten report elements listed in Appendix B: records reviewed; number and percentage compliant; findings; corrections completed; open and overdue corrective actions; repeat findings and systemic concerns; training and technical assistance needs; data trends and service gaps; recommendations; and the Corrective Action Plan with responsible staff, deadlines, and verification status. The Director reviews the findings, gives direction as needed, and ensures accountability for unresolved concerns. Significant or recurring issues are escalated to executive leadership and governance as appropriate. For this standard, the report also includes:

- Status of the annual update and open assessment-driven actions
- Percentage of new enrollee records with complete demographic and eligibility category fields
- Any significant community shifts identified

§1302.12 Determining, Verifying, and Documenting Eligibility (including Application, Intake, and ChildPlus Data Entry)

Policy ID(s)	20002, 201, 216, and 217 (ERSEA) — consolidated
Related Regulations	45 CFR §1302.12; Head Start Act §645(a)(2)
Revised by	[Agency to complete] — Draft prepared by YData Solutions LLC
Revision Date	Draft — November 2026
Approved by	Policy Council: _____ Governing Body: _____ (2017: Policy Council 7/25/2017; Board 10/24/2017)
Responsibility	Family Service Coordinator; Family Service staff; Program Assistant; Head Start/Pre-K Director; ERSEA Coordinator
Timeline	Before enrollment; during the registration and enrollment process and throughout the year
Evaluation	Head Start Application; eligibility forms; eligibility determination record in ChildPlus; Eligibility Monitoring Checklist

Summary of Changes from the 2017 Policy

- Federal text now uses "Head Start Preschool" for the preschool program option.
- Income: staff must calculate total gross income. The Program adopts the optional adjustment for excessive housing costs (housing costs above 30 percent of gross income) for any family whose income is above 100 percent of the poverty line, including families at 101–130 percent of poverty and over-income families. Staff ask the parent for monthly housing expenses, document them, and recalculate income following Office of Head Start (OHS) guidance.
- Before an over-income or 101–130% family is selected from the waiting list, the Head Start/Pre-K Director reviews ChildPlus Report 2001 – Management Report – Enrollment (percentage of enrolled participants at 101–130% and over-income), verifies that recruitment has taken place according to the Recruitment Plan, and signs off.
- Public assistance documentation must come from a state, local, or tribal public assistance agency (2017: "state, local, or other").
- Third-party contacts must follow program safety and privacy policies.
- Record retention changes from three years to one year after services end (§1302.12(k)(3)). The agency should confirm whether a longer School District records schedule applies.
- Training: adds a written policy on how often eligibility training is repeated (§1302.12(m)(4)). Annual refresher training is proposed (2017: "as needed").
- Early Head Start-to-Head Start Preschool continuity provisions apply only if the Program operates Early Head Start.
- Policies 201 (Application), 216 (Intake and Record-Keeping), and 217 (ChildPlus Data Entry) are merged into these procedures, with ChildPlus entry timelines and a supervisory eligibility review added.
- Adds Procedure A-1, the agency's ChildPlus Application Status Procedures (2026–2027): statuses 00 through 09e from first contact through the waitlist, the Status 02 second ERSEA review with the Eligibility Interview Statement Quick Note (ED), and the requirement that every status assignment or change has a ChildPlus Enrollment Note.

- Incorporates the processes in the Program's Corrective Action Plan for §1302.12(c)(1) (over-income enrollment above the 10 percent allowance): pre-enrollment waiting list and selection criteria review (ChildPlus Report 2025 – Enrollment Priority Listing); third-party supervisory review and three-step verification with the Director's signature; bi-weekly ChildPlus review of over-income applicants; a monthly Enrollment by Eligibility Category Report (ChildPlus Reports 2001 and 2004) reconciled to the roster; required use of the Housing Adjustment Calculator; ERSEA training for new hires within the first month; and annual refresher training.

Section 1. Exact Federal Performance Standard (Verbatim)

NEW SECTION — verbatim federal text replaces the 2017 paraphrase

§ 1302.12 Determining, verifying, and documenting eligibility.

(a) Process overview.

(1) Program staff must:

(i) Conduct an in-person interview with each family, unless paragraph (a)(2) of this section applies;

(ii) Verify information as required in paragraphs (h) and (i) of this section; and,

(iii) Create an eligibility determination record for enrolled participants according to paragraph (k) of this section.

(2) Program staff may interview the family over the telephone if an in-person interview is not possible or convenient for the family.

(3) If a program has an alternate method to reasonably determine eligibility based on its community assessment, geographic and administrative data, or from other reliable data sources, it may petition the responsible HHS official to waive requirements in paragraphs (a)(1)(i) and (ii) of this section.

(b) Age requirements.

(1) For Early Head Start, except when the child is transitioning to Head Start Preschool, a child must be an infant or a toddler younger than three years old.

(2) For Head Start Preschool, a child must:

(i) Be at least three years old or, turn three years old by the date used to determine eligibility for public school in the community in which the Head Start Preschool program is located; and,

(ii) Be no older than the age required to attend school.

(3) For Migrant or Seasonal Head Start, a child must be younger than compulsory school age by the date used to determine public school eligibility for the community in which the program is located.

(c) Eligibility requirements.

(1) A pregnant woman or a child is eligible if:

(i) The family's income is equal to or below the poverty line; or,

(ii) The family is eligible for or, in the absence of child care, would be potentially eligible for public assistance; including TANF child-only payments; or,

(iii) The child is homeless, as defined in part 1305; or,

(iv) The child is in foster care.

(2) If the family does not meet a criterion under paragraph (c)(1) of this section, a program may enroll a child who would benefit from services, provided that these participants only make up to 10 percent of a program's enrollment in accordance with paragraph (d) of this section.

(d) Additional allowances for programs.

(1) A program may enroll an additional 35 percent of participants whose families do not meet a criterion described in paragraph (c) of this section and whose incomes are below 130 percent of the poverty line, if the program:

(i) Establishes and implements outreach, and enrollment policies and procedures to ensure it is meeting the needs of eligible pregnant women, children, and children with disabilities, before serving pregnant women or children who do not meet the criteria in paragraph (c) of this section; and,

(ii) Establishes criteria that ensure pregnant women and children eligible under the criteria listed in paragraph (c) of this section are served first.

(2) If a program chooses to enroll participants who do not meet a criterion in paragraph (c) of this section, and whose family incomes are between 100 and 130 percent of the poverty line, it must be able to report to the Head Start regional program office:

(i) How it is meeting the needs of low-income families or families potentially eligible for public assistance, homeless children, and children in foster care, and include local demographic data on these populations;

(ii) Outreach and enrollment policies and procedures that ensure it is meeting the needs of eligible children or pregnant women, before serving over-income children or pregnant women;

(iii) Efforts, including outreach, to be fully enrolled with eligible pregnant women or children;

(iv) Policies, procedures, and selection criteria it uses to serve eligible children;

(v) Its current enrollment and its enrollment for the previous year;

(vi) The number of pregnant women and children served, disaggregated by the eligibility criteria in paragraphs (c) and (d)(1) of this section; and,

(vii) The eligibility criteria category of each child on the program's waiting list.

(e) Additional allowances for Indian tribes.

(1) Notwithstanding paragraph (c) of this section, a Tribal program may determine any pregnant women or children in the approved service area to be eligible for services regardless of income, if they meet the requirements of paragraph (b) of this section.

(2) An Indian Tribe or Tribes that operates both an Early Head Start program and a Head Start Preschool program may, at its discretion, at any time during the grant period involved, reallocate funds between the Early Head Start program and the Head Start Preschool program in order to address fluctuations in client populations, including pregnant women and children from birth to compulsory school age. The reallocation of such funds between programs by an Indian Tribe or Tribes during a year may not serve as a basis for any reduction of the base grant for either program in succeeding years.

(f) Migrant or Seasonal eligibility requirements. Notwithstanding paragraph (c) of this section, pregnant women and children are eligible for Migrant or Seasonal Head Start if they have at least one family member whose income comes primarily from agricultural employment as defined in section 3 of the Migrant and Seasonal Agricultural Worker Protection Act (29 U.S.C. 1802), and if they meet the requirements of paragraph (b) of this section.

(g) Eligibility requirements for communities with 1,000 or fewer individuals.

(1) A program may establish its own criteria for eligibility provided that it meets the criteria outlined in section 645(a)(2) of the Act.

(2) No child residing in such community whose family is eligible under criteria described in paragraphs (c) through (f) of this section, may be denied an opportunity to participate in the program under the eligibility criteria established under this paragraph (g).

(h) Verifying age. Program staff must verify a child's age according to program policies and procedures. A program's policies and procedures cannot require families to provide documents that confirm a child's age, if doing so creates a barrier for the family to enroll the child.

(i) Verifying eligibility.

(1) To verify eligibility based on income, program staff must use tax forms, pay stubs, or other proof of income to determine the family income for the relevant time period.

(i) The program must calculate total gross income using applicable sources of income.

(ii) A program may make an adjustment to a family's gross income calculation for the purposes of determining eligibility to account for excessive housing costs. A program may use available bills, bank statements, and other relevant documentation provided by the family to calculate total annual housing costs with appropriate multipliers to:

(A) Determine if a family spends more than 30 percent of their total gross income on housing costs, as defined in part 1305 of this chapter; and

(B) If applicable, reduce the total gross income by the amount spent on housing costs that exceed more than 30 percent.

(iii) If the family cannot provide tax forms, pay stubs, or other proof of income for the relevant time period, program staff may accept written statements from employers, including individuals who are self-employed, for the relevant time period and use information provided to calculate total annual income with appropriate multipliers.

(iv) If the family reports no income for the relevant time period, a program may accept the family's signed declaration to that effect, if program staff describes efforts made to verify the family's income, and explains how the family's total income was calculated or seeks information from third parties about the family's eligibility, if the family gives written consent. If a family gives consent to contact third parties, program staff must adhere to program safety and privacy policies and procedures and ensure the eligibility determination record adheres to paragraph (k)(2) of this section.

(v) If the family can demonstrate a significant change in income for the relevant time period, program staff may consider current income circumstances.

(2) To verify whether a family is eligible for, or in the absence of child care, would be potentially eligible for public assistance, the program must have documentation from either the state, local, or tribal public assistance agency that shows the family either receives public assistance or that shows the family is potentially eligible to receive public assistance.

(3) To verify whether a family is homeless, a program may accept a written statement from a homeless services provider, school personnel, or other service agency attesting that the child is homeless or any other documentation that indicates homelessness, including documentation from a public or private agency, a declaration, information gathered on enrollment or application forms, or notes from an interview with staff to establish the child is homeless; or any other document that establishes homelessness.

(i) If a family can provide one of the documents described in this paragraph (i)(3), program staff must describe efforts made to verify the accuracy of the information provided and state whether the family is eligible because they are homeless.

(ii) If a family cannot provide one of the documents described in this paragraph (i)(3) to prove the child is homeless, a program may accept the family's signed declaration to that effect, if, in a written statement, program staff describe the child's living situation that meets the definition of homeless in part 1305 of this chapter.

(iii) Program staff may seek information from third parties who have firsthand knowledge about a family's living situation, if the family gives written consent. If the family gives consent to contact third

parties, program staff must adhere to program privacy policies and procedures and ensure the eligibility determination record adheres to paragraph (k) of this section.

(4) To verify whether a child is in foster care, program staff must accept either a court order or other legal or government-issued document, a written statement from a government child welfare official that demonstrates the child is in foster care, or proof of a foster care payment.

(j) Eligibility duration.

(1) If a child is determined eligible under this section and is participating in a Head Start program, he or she will remain eligible through the end of the succeeding program year except that the Head Start program may choose not to enroll a child when there are compelling reasons for the child not to remain in Head Start, such as when there is a change in the child's family income and there is a child with a greater need for Head Start services.

(2) Children who are enrolled in a program receiving funds under the authority of section 645A of the Act remain eligible while they participate in the program.

(3) If a child moves from an Early Head Start program to a Head Start Preschool program, program staff must verify the family's eligibility again.

(4) If a program operates both an Early Head Start and a Head Start Preschool program, and the parents wish to enroll their child who has been enrolled in the program's Early Head Start, the program must ensure, whenever possible, the child receives Head Start Preschool services until enrolled in school, provided the child is eligible.

(5) If a program operates a Migrant and Seasonal Head Start program, children younger than age three participating in the program remain eligible until they turn three years old consistent with paragraph (j)(2) of this section.

(k) Records.

(1) A program must keep eligibility determination records for each participant and ongoing records of the eligibility training for staff required by paragraph (m) of this section. A program may keep these records electronically.

(2) Each eligibility determination record must include:

(i) Copies of any documents or statements, including declarations, that are deemed necessary to verify eligibility under paragraphs (h) and (i) of this section;

(ii) A statement that program staff has made reasonable efforts to verify information by:

(A) Conducting either an in-person, or a telephone interview with the family as described under paragraph (a)(1)(i) or (a)(2) of this section; and,

(B) Describing efforts made to verify eligibility, as required under paragraphs (h) through (i) of this section; and, collecting documents required for third party verification that includes the family's written consent to contact each third party, the third parties' names, titles, and affiliations, and information from third parties regarding the family's eligibility.

(iii) A statement that identifies whether:

(A) The family's income is below income guidelines for its size, and lists the family's size;

(B) The family is eligible for or, in the absence of child care, potentially eligible for public assistance;

(C) The child is a homeless child or the child is in foster care;

(D) The family was determined to be eligible under the criterion in paragraph (c)(2) of this section; or,

(E) The family was determined to be eligible under the criterion in paragraph (d)(1) of this section.

(3) A program must keep eligibility determination records for those currently enrolled, as long as they are enrolled, and, for one year after they have either stopped receiving services; or are no longer enrolled.

(l) Program policies and procedures on violating eligibility determination regulations. A program must establish written policies and procedures that describe all actions taken against staff who intentionally violate Federal and program eligibility determination regulations and who enroll pregnant women and children that are not eligible to receive Head Start services.

(m) Training on eligibility.

(1) A program must train all governing body, policy council, management, and staff who determine eligibility on applicable federal regulations and program policies and procedures. Training must, at a minimum:

(i) Include methods on how to collect complete and accurate eligibility information from families and third party sources;

(ii) Incorporate strategies for treating families with dignity and respect and for dealing with possible issues of domestic violence, stigma, and privacy; and,

(iii) Explain program policies and procedures that describe actions taken against staff, families, or participants who attempt to provide or intentionally provide false information.

(2) A program must train management and staff members who make eligibility determinations within 90 days of hiring new staff.

(3) A program must train all governing body and policy council members within 180 days of the beginning of the term of a new governing body or policy council.

(4) A program must develop policies on how often training will be provided after the initial training.

[81 FR 61412, Sept. 6, 2016, as amended at 89 FR 67807, Aug. 21, 2024]

Source: Electronic Code of Federal Regulations (eCFR), 45 CFR §1302.12, "up to date as of 11/03/2026"; text verified word-for-word against eCFR on November 5, 2026. Federal requirement — not agency-authored.

Section 2. Agency Policy

It is the policy of the Gadsden County Schools Head Start/Prekindergarten to determine, verify, and document the eligibility of every pregnant woman and child before enrollment, in accordance with 45 CFR §1302.12. A Head Start Application is completed for every family seeking enrollment before eligibility is determined. Staff conduct an eligibility interview with each family, verify age and eligibility using allowable documentation, and create an eligibility determination record for each enrolled participant.

Families are treated with dignity and respect throughout the process. Staff use the least burdensome allowable documentation, never require a document that creates a barrier to enrollment, and protect family information under the Program's confidentiality, safety, and privacy policies. ChildPlus is the official system of record for applications, eligibility determinations, verification notes, and attachments. Every eligibility determination is reviewed by a supervisor before a child is accepted. For families above the poverty line, the Program offers the excessive housing cost adjustment and documents it according to OHS guidance. No family at 101–130 percent of poverty or over-income is selected from the waiting list without the Head Start/Pre-K Director's documented sign-off. Consistent with the Program's Corrective Action Plan, every over-income application receives a third-party supervisory review and a three-step verification completed with the Director's signature before enrollment, and over-income enrollment is monitored bi-weekly and monthly so it does not exceed the allowable limit.

Staff who intentionally violate federal or program eligibility regulations, or who enroll pregnant women or children who are not eligible, are subject to disciplinary action up to and including termination. The Program trains the Governing Body, Policy Council, management, and staff who determine eligibility, and keeps records of that training.

Section 3. Detailed Agency Procedures

*Timeline basis: **Federal** = required by 45 CFR; **Agency (2017 policy)** = carried forward from the 2017 policy; **Agency (2026–2027 Recruitment Plan)** = from the agency's plan; **Agency practice (added November 2026)** = current agency practice provided for this update; **Agency (Corrective Action Plan)** = process from the Program's Corrective Action Plan for §1302.12(c)(1); **Proposed** = new agency timeline recommended in this draft for agency confirmation. Agency timelines are not federal requirements.*

A. Application and Intake (from Policies 201, 216, and 217)

Responsible Staff and Required Action	Timeline (basis)	Documentation / ChildPlus Entry	Follow-Up / Supervisory Review
Family Service staff complete the Head Start Application with parents who want to be considered for enrollment. The application provides the information needed to determine family needs and resources, the most appropriate program or center, and eligibility. Families may apply in person, by telephone, or by an electronic application where the Program offers one, with staff assistance as needed.	At first contact — Agency (2017 policy)	Head Start Application	Family Service Coordinator
Family Service staff process the Head Start Application Packet and create an electronic record in ChildPlus. The **Program Assistant** (or assigned staff) enters family information from the packet accurately and in a timely manner.	Within 2 business days of receipt (Proposed)	ChildPlus: Application/Family and Child records; scanned application in Attachments [verify local configuration]	Family Service Coordinator checks the weekly new-application list.
Family Service Coordinator reviews the application for accuracy and completeness, assigns the child to a center when necessary, and notifies the center in person, by e-mail, or by phone so site staff can follow up.	Within 5 business days of ChildPlus entry (Proposed)	ChildPlus application status; center assignment	Head Start/Pre-K Director
Family Service staff complete the "For Agency Use Only" section for each child accepted for enrollment.	At acceptance — Agency (2017 policy)	Application	Family Service Coordinator
If a vacancy opens during the program year, it may be filled by a 3-year-old who is otherwise eligible. The child's need is determined by the priority score (see §1302.14).	As vacancies occur — Agency (2017 policy)	ChildPlus selection score	ERSEA Coordinator
Family Service Workers assign and update the ChildPlus application status at each stage from first contact through the waitlist, with a corresponding ChildPlus Enrollment Note, as set out in Procedure A-1.	At each status change — Agency (Application Status Procedures 2026–2027)	ChildPlus application status; Enrollment Notes	Supervisors or designated ERSEA staff (Procedure A-1, item 9)

A-1. ChildPlus Application Statuses Leading Up to Selection

NEW — incorporated from Gadsden Application Status Procedures, ChildPlus Application Status (Enrollment), Program Term 2026 – 2027

Purpose. To establish a consistent process for assigning, documenting, reviewing, and updating application statuses in ChildPlus throughout the recruitment, application, eligibility verification, and waitlist process.

Family Service Workers are responsible for assigning the appropriate application status and maintaining accurate documentation in ChildPlus Enrollment Notes.

Mandatory Requirement: Every application status assignment or change must have a corresponding ChildPlus Enrollment Note explaining the status, actions taken, and required follow-up. An application status alone does not satisfy the documentation requirement.

1. New Applications and Initial Contact

Status	When to Assign and Required Documentation
Status 00 – New, First Attempt – Contact Initiated (Unresponsive)	Assign this status when the first attempt has been made to contact the parent or guardian, but no response has been received. Document the date, method of contact, and outcome in ChildPlus Enrollment Notes.
Status 01 – New, Initial Contact	Assign this status when initial contact has been established with the parent or guardian. Document the conversation, information discussed, and next steps in ChildPlus Enrollment Notes.
Status 01a – New, Interview Scheduled	Assign this status when an application interview has been scheduled with the parent or guardian. Document the conversation, scheduled interview date and time, and any instructions provided to the family in ChildPlus Enrollment Notes.
Status 01b – New, Second Attempt, Unresponsive	Assign this status when a second contact attempt has been made and the parent or guardian remains unresponsive. Document the date, method of contact, and outcome in ChildPlus Enrollment Notes.
Status 01c – New, Third Attempt, Unresponsive	Assign this status when a third contact attempt has been made and the parent or guardian remains unresponsive. Document the date, method of contact, and outcome in ChildPlus Enrollment Notes.
Status 01d – Abandon	Assign this status when the application is considered abandoned following unsuccessful contact attempts or other documented circumstances. Document the reason for abandonment, previous contact attempts, and supporting information in ChildPlus Enrollment Notes.

2. Application Review and Missing Documentation

Status 02 – New, ERSEA Review Needed

Assign this status when the Family Service Worker has completed the eligibility interview and the application requires a second ERSEA review before proceeding to the next stage of the enrollment process.

The Family Service Worker must:

1. Complete the eligibility interview with the parent or guardian.
2. Review and verify the applicable eligibility information and supporting documentation.
3. Enter an Enrollment Note in ChildPlus documenting the completion of the eligibility interview and the requirement for a second ERSEA review.

4. Use the Family Services Quick Note (ED) to enter the Eligibility Interview Statement.
5. Update the application to Status 02 – New, ERSEA Review Needed.
6. Refer the application to the designated ERSEA reviewer for the second review.

Required Family Services Quick Note (ED)

> "Eligibility Interview Statement – 2026–2027 Program Term
> Eligibility Interview completed for the 2026–2027 program term.
> Second ERSEA Review Required: Yes
> Eligibility Interview Completed By: {Staff Name}
> Interview Date: MM/DD/YYYY
> Interview Method: In Person / Zoom / Other: _____
> Parental/Family Status: One-Parent Family / Two-Parent Family / Other: _____
> Relationship to Participant: Biological Parent / Adoptive Parent / Stepparent / Grandparent / Other Relative / Foster Parent – Non-Relative / Other: _____
> Employment Status at Enrollment: Full-Time – 35+ Hours / Full-Time & Training / Part-Time – Under 35 Hours / Part-Time & Training / Seasonal Employment / Training or School / Unemployed / Retired / Disabled
> Education Level at Enrollment: Grade 9 or below / Grade 10 / Grade 11 / Grade 12 / High school graduate / GED / College or advanced training / Training certificate / Associate degree / Bachelor's degree / Other: _____
> Family Size: _____ family members
> Proof of Age Verified By: Birth Certificate / Immunization Record / Passport / Other: _____
> Homeless Status: Yes / No
> Foster Child: Yes / No
> Allergies: None Documented / Yes – See Health Record
> Critical Health Information: None Documented / Yes – See Health Record
> Disability/IDEA Status: None Documented / Yes – See Disability Record
> Additional Eligibility Notes: _____"

Documentation and Review Requirements

The Family Service Worker must ensure that the Eligibility Interview Statement is completed in ChildPlus Enrollment Notes using the Family Services Quick Note (ED).

All applicable fields must be completed accurately based on the eligibility interview and supporting documentation.

The designated ERSEA reviewer will examine the application, supporting documentation, and Eligibility Interview Statement to determine whether the application is complete and ready to proceed to the appropriate status.

Any missing, incomplete, or inconsistent information must be returned to the Family Service Worker for correction before the second ERSEA review is finalized.

Required Documentation: Every application assigned Status 02 must contain a completed Eligibility Interview Statement in ChildPlus Enrollment Notes. The application status alone does not satisfy the documentation requirement.

Status	When to Assign and Required Documentation
Status 02a – New, Incomplete – Missing Health Documents (Physical, Shots, Healthcare Plan)	Assign this status when the application is missing applicable health documentation, including physical examination records, immunization records, or a healthcare plan. Document the specific missing records, communication with the family, and required follow-up in ChildPlus Enrollment Notes.

Status	When to Assign and Required Documentation
Status 02b – New, Incomplete – Missing Proof of Income	Assign this status when required income documentation has not been received or verified. Document the outstanding information, communication with the family, and follow-up actions in ChildPlus Enrollment Notes.
Status 02c – New, Incomplete – Missing Proof of Age	Assign this status when documentation needed to verify the child's age is missing. Document the missing information, communication with the family, and required follow-up in ChildPlus Enrollment Notes.
Status 02d – New, Incomplete – Missing Parent ID	Assign this status when agency-required parent identification documentation is missing. Document the outstanding item, communication with the family, and follow-up actions in ChildPlus Enrollment Notes.

3. Waitlist and Eligibility Verification

Status	When to Assign and Required Documentation
Status 03 – Waitlist, Eligibility Verified (Age & Income) – Inactive	Assign this status when age and income eligibility have been verified and the application is placed on the waitlist under this inactive status. Document the verification completed and reason for the status in ChildPlus Enrollment Notes.
Status 03a – Waitlist, Recalculated Income (No Longer Over Income Level)	Assign this status when income has been recalculated and the family is no longer over the applicable income level. Document the recalculation, verification, and status change in ChildPlus Enrollment Notes.
Status 04 – Waitlist, Eligibility Verified (Health/Disability Services) – Inactive	Assign this status when the application has been reviewed for health or disability services and is placed on the waitlist under this inactive status. Document the review and reason for the status in ChildPlus Enrollment Notes.
Status 06 – Waitlist, Complete & Verified (Parent ID, Age, Income, Health)	Assign this status when the application has been completed and the listed documentation requirements have been verified. Document completion of the review and verification of the required information in ChildPlus Enrollment Notes.
Status 07 – Waitlist, Homeless (Complete & Verified)	Assign this status when the family has been identified as experiencing homelessness and the application has been completed and verified. Document the eligibility determination and application status in ChildPlus Enrollment Notes, while protecting confidential family information.
Status 08 – Waitlist, Over-Income with a Disability	Assign this status when the family is over the applicable income threshold and the child has an identified disability. Document the income determination, applicable disability verification, and status assignment in ChildPlus Enrollment Notes.
Status 09 – Waitlist, Over Income with No Disability	Assign this status when the family is over the applicable income threshold and the child does not have an identified disability. Document the income determination and application review in ChildPlus Enrollment Notes.

4. Income Recalculation and Verification

Status	When to Assign and Required Documentation
Status 09l – Waitlist, Recalculated Income (Remains Over Income)	Assign this status when the family's income has been recalculated and remains above the applicable income threshold. Document the recalculation, verification, and status change in ChildPlus Enrollment Notes.

Status	When to Assign and Required Documentation
Status 09b – Income Verification Needed	Assign this status when additional information or documentation is needed to verify family income. Document the outstanding verification requirement, communication with the family, and follow-up activities in ChildPlus Enrollment Notes.

5. Returning Students

Status	When to Assign and Required Documentation
Status 09c – Returning Students (Consents Needed)	Assign this status when a returning student's application requires consent forms to be completed. Document the outstanding consent requirements, communication with the family, and required follow-up in ChildPlus Enrollment Notes.
Status 09d – Returning Students (Consents Completed)	Assign this status when the required consent forms for a returning student have been completed. Document the completion and verification of the consent forms in ChildPlus Enrollment Notes.

6. Application Abandonment

Status	When to Assign and Required Documentation
Status 09e – Abandon (Document in the Enrollment Notes)	Assign this status when the application has been abandoned. Document the reason for abandonment, relevant contact attempts, and supporting information in ChildPlus Enrollment Notes.

7. General Application Status Documentation Procedures

1. Family Service Workers will review each application and assign the status that accurately reflects the applicant's current stage in the process.
2. Every application status assignment or change requires an Enrollment Note in ChildPlus. No application status may be updated without corresponding documentation.
3. Each Enrollment Note must identify the date, status assigned, reason for the status, action taken, and required next steps, when applicable.
4. Contact attempts, conversations with families, missing documentation, eligibility verification, and follow-up activities must be documented in Enrollment Notes.
5. When an application status changes, staff must enter a new Enrollment Note explaining the reason for the change, even when previous notes exist.
6. Applications identified as incomplete will be monitored and updated as outstanding documentation is received.
7. Applications requiring ERSEA review will be referred to designated ERSEA staff for verification, with the referral documented in Enrollment Notes.
8. Applications identified as abandoned must include an Enrollment Note supporting the determination.
9. Supervisors or designated ERSEA staff will review application statuses and corresponding Enrollment Notes to verify that status assignments are supported by documentation.
10. Any application status without a corresponding Enrollment Note will be identified as a documentation deficiency requiring corrective action.

Mandatory Documentation Requirement

All application statuses must have a corresponding ChildPlus Enrollment Note. The note must provide sufficient information to explain why the status was assigned, what actions were completed, and what additional steps are required, if applicable.

An application status alone is not sufficient documentation. Every status must be supported by an Enrollment Note.

> *Text is reproduced as written in the agency's Application Status Procedures (2026–2027). The only changes are formatting: statuses are shown in tables, and the general procedures in section 7 are numbered 1–10 (the source numbered them 7–16). Alignment items for the agency (see Appendix C, items 19–24): (a) the Quick Note lists "Zoom" as an interview method, but §1302.12(a) names in-person or telephone interviews; (b) the Quick Note lists "Immunization Record" as proof of age, which is not in the 2017 age-document list (Procedure C); (c) missing health documents (02a) or parent ID (02d) should not delay an eligibility determination, and homeless children may attend without immunization records for up to 90 days (§1302.16(c)(1)); (d) confirm whether "09l" should read "09a"; (e) clarify when to use 01d versus 09e (Abandon).*

B. Eligibility Interview

Responsible Staff and Required Action	Timeline (basis)	Documentation / ChildPlus Entry	Follow-Up / Supervisory Review
Family Service staff conduct an in-person interview with each family. If an in-person interview is not possible or convenient for the family, staff may interview the family by telephone. Staff record the reason for a telephone interview.	Before eligibility is determined — Federal	ChildPlus case note: date, method (in-person/telephone), staff name, reason if by telephone	Family Service Coordinator reviews in the eligibility review (Step E).
Staff explain the eligibility process, acceptable documents, and confidentiality to the family in the family's preferred language, using interpretation when needed.	During interview — Agency (2017 policy)	Signed application acknowledgments	—
The Program may petition the responsible HHS official to waive the interview and verification requirements if it has an alternate method to reasonably determine eligibility based on its community assessment, geographic and administrative data, or other reliable data sources.	As decided by Director — Federal	Petition and HHS response	Head Start/Pre-K Director

C. Age Requirements and Age Verification

Responsible Staff and Required Action	Timeline (basis)	Documentation / ChildPlus Entry	Follow-Up / Supervisory Review
Staff confirm age eligibility: for Head Start Preschool, the child is at least three years old, or turns three by the date used to determine eligibility for public school in the community, and is no older than the age required to attend school. For Early Head Start (if operated), the child is younger than three, except when transitioning to Head Start Preschool.	At interview — Federal	ChildPlus date of birth	—

Responsible Staff and Required Action	Timeline (basis)	Documentation / ChildPlus Entry	Follow-Up / Supervisory Review
Family Service staff verify the child's age by examining a copy of the birth certificate, passport, baptismal certificate, documentation on official letterhead from a medical provider or government agency, or documentation on medical insurance. The Program does not require families to provide documents that confirm a child's age if doing so creates a barrier to enrollment. In that case, staff note the barrier and how age was otherwise confirmed.	Before eligibility determination — Agency (2017 policy)	Copy of document in ChildPlus Attachments, or case note describing the alternative	Family Service Coordinator

D. Verifying Eligibility by Category

Responsible Staff and Required Action	Timeline (basis)	Documentation / ChildPlus Entry	Follow-Up / Supervisory Review
Income. Staff use tax forms, pay stubs, or other proof of income to determine family income for the relevant time period. Staff calculate total gross income using all applicable sources of income.	Before determination — Federal	Income documents; ChildPlus income entries by source	Supervisory review (Step E)
Excessive housing costs — income recalculation. When a family's total gross income is above the poverty line — any family above 100 percent of poverty, including families at 101–130 percent and over-income families — **Family Service Workers** ask the parent for the family's monthly housing expenses and request documentation of each expense. Housing costs may include rent or mortgage payments, renter's or homeowner's insurance, interest, and taxes on the home, and utilities (electricity, gas — including alternative heating fuels such as fuel oil, propane, coal, or firewood — water, sewer, and trash). Internet and phone costs, one-time repair or improvement costs, and routine upkeep are not included. For HOA fees or bundled charges, only the itemized qualifying costs are counted. Use of the Housing Adjustment Calculator is required whenever an applicant is initially determined to be over-income and the tool is applicable under Head Start eligibility requirements (Corrective Action Plan).	Before the family is placed in a 101–130% or over-income status — Federal (optional; adopted by the Program) / OHS guidance	Bills, bank statements, online payment or payment-app records, or a written statement from a landlord or sub-lessor when bills are unavailable; rent documentation alone may be used if other expenses are undocumented or burdensome to collect. A family's self-declaration of housing expenses is not acceptable.	Families cannot be required to provide housing documentation. If none is provided, income is not adjusted, and the Enrollment Note records that the adjustment was offered.

Responsible Staff and Required Action	Timeline (basis)	Documentation / ChildPlus Entry	Follow-Up / Supervisory Review
Recalculating income. Staff convert each documented expense to an annual amount (a monthly amount × 12), total the annual housing costs, and compare the total with 30 percent of the family's annual gross income. If housing costs exceed 30 percent, staff subtract only the amount above 30 percent from gross income, and use the adjusted income to determine eligibility. Staff use the OHS Housing Cost Adjustment Calculator and attach the results. Documentation reflects current circumstances; families are not asked to account for seasonal utility changes. The result is recorded with Status 03a (no longer over income) or Status 09I (remains over income) — see Procedure A-1.	At the eligibility determination — Federal / OHS guidance	Calculator results and supporting documents in ChildPlus Attachments; ChildPlus income entries; Enrollment Note explaining the recalculation and status change	The designated ERSEA reviewer verifies the documents and calculation during the Status 02 second ERSEA review. The ERSEA Coordinator reviews the eligibility files of applicants initially determined over-income monthly (ChildPlus Report 2004) to confirm the calculator was used when applicable, calculations are accurate, and documentation is in the eligibility file.
If the family cannot provide tax forms, pay stubs, or other proof of income, staff may accept written statements from employers, including self-employed individuals, for the relevant time period and calculate total annual income with appropriate multipliers.	Before determination — Federal	Employer statements; calculation	—
If the family reports no income, staff may accept the family's signed declaration if staff describe the efforts made to verify income and explain how total income was calculated, or seek information from third parties with the family's written consent. Staff follow program safety and privacy policies for third-party contacts.	Before determination — Federal	Signed declaration; staff statement; written consent; third-party names, titles, affiliations, and information	—
If the family can demonstrate a significant change in income for the relevant time period, staff may consider current income circumstances.	Before determination — Federal	Case note and documentation	—
Public assistance. Staff obtain documentation from a state, local, or tribal public assistance agency showing the family receives, or is potentially eligible to receive, public assistance.	Before determination — Federal	Agency documentation	—
Homelessness. Staff may accept a written statement from a homeless services provider, school personnel, or other service agency, or any other documentation indicating homelessness. When a document is provided, staff describe efforts to verify its accuracy and state whether the family is eligible because they are homeless. If no document is available, staff may accept the family's signed declaration, with a written staff statement describing the child's living situation under the Part 1305 definition. Third parties may be contacted with written consent.	Before determination — Federal	Statement or declaration; staff narrative; ChildPlus homeless indicator	ERSEA Coordinator notified the same day so attendance and immunization flexibilities (§1302.16(c)) apply.

Responsible Staff and Required Action	Timeline (basis)	Documentation / ChildPlus Entry	Follow-Up / Supervisory Review
Foster care. Staff accept a court order or other legal or government-issued document, a written statement from a government child welfare official, or proof of a foster care payment.	Before determination — Federal	Document copy; ChildPlus foster care indicator	—

E. Eligibility Determination Record and Supervisory Review

Responsible Staff and Required Action	Timeline (basis)	Documentation / ChildPlus Entry	Follow-Up / Supervisory Review
Family Service staff complete the eligibility determination record, which includes: copies of any documents or statements, including declarations, needed to verify eligibility; a statement that staff made reasonable efforts to verify information by conducting an in-person or telephone interview and describing verification efforts (including third-party consent, third parties' names, titles, and affiliations, and information received); and a statement identifying whether the family's income is below the guidelines for its size (with family size listed), the family is eligible or potentially eligible for public assistance, the child is homeless or in foster care, or the family was determined eligible under §1302.12(c)(2) or (d)(1).	Before acceptance — Federal	ChildPlus Eligibility record; signed eligibility statement; Attachments	See next step.
Family Service Coordinator (or designated eligibility reviewer other than the staff member who determined eligibility) reviews 100% of eligibility determinations for accuracy, calculation, category, and required statements before a child is accepted, and records approval in ChildPlus. This review is the second ERSEA review assigned at Status 02 (Procedure A-1).	Before acceptance (Proposed)	ChildPlus review date and reviewer; eligibility checklist	Errors returned to staff for correction within 2 business days (Proposed).

F. Additional Allowances: Families Not Meeting §1302.12(c)(1)

Responsible Staff and Required Action	Timeline (basis)	Documentation / ChildPlus Entry	Follow-Up / Supervisory Review
If the family does not meet a §1302.12(c)(1) criterion, the Program may enroll a child who would benefit from services, provided these participants make up no more than 10 percent of enrollment.	Ongoing — Federal	ChildPlus eligibility category; ChildPlus Report 2001 – Management Report – Enrollment	ERSEA Coordinator monitors the percentage monthly.

Responsible Staff and Required Action	Timeline (basis)	Documentation / ChildPlus Entry	Follow-Up / Supervisory Review
The Program may enroll an additional 35 percent of participants whose families do not meet a §1302.12(c) criterion and whose incomes are below 130 percent of poverty, if it establishes and implements outreach and enrollment policies and procedures to meet the needs of eligible pregnant women, children, and children with disabilities first, and establishes criteria ensuring eligible pregnant women and children are served first (see §1302.15, Enrollment of Over-Income Families).	Ongoing — Federal	Selection criteria; ChildPlus category	Head Start/Pre-K Director approves.
When enrolling participants between 100 and 130 percent of poverty, the Program must be able to report to the regional office: how it meets the needs of low-income families, families potentially eligible for public assistance, homeless children, and children in foster care, with local demographic data; outreach and enrollment policies and procedures; efforts to be fully enrolled; selection policies, procedures, and criteria; current and prior-year enrollment; the number of pregnant women and children served by eligibility category; and the eligibility category of each child on the waiting list.	When requested — Federal	ChildPlus eligibility category and waiting list data	Head Start/Pre-K Director
Step A — Waiting list and selection criteria review (ERSEA staff). Prior to enrolling an over-income applicant, ERSEA staff review the current waiting list (ChildPlus Report 2025 – Enrollment Priority Listing) and the approved Selection Criteria to determine whether eligible applicants are available for enrollment. If an eligible applicant is available, that applicant is selected instead.	Before each over-income enrollment — Agency (Corrective Action Plan)	Eligibility Selection Review Form; Selection Criteria Form; ChildPlus Report 2025; Enrollment Note	ERSEA Coordinator reviews the documentation supporting each over-income selection decision.
Step B — Third-party supervisory review (ERSEA Coordinator). Before an applicant identified as over-income is enrolled, the **ERSEA Coordinator** reviews the current enrollment report, the waiting list, the applicable selection criteria, and the applicant's eligibility and supporting documentation, and verifies that: all income documentation has been obtained through the three-step verification process; income calculations are accurate (including the Housing Adjustment Calculator when applicable); the applicant meets the applicable eligibility requirements or a provision allowing enrollment; the agency's income status has been reviewed using ChildPlus Report 2001 – Management Report – Enrollment; selection priorities have been followed; and the file contains adequate supporting documentation.	Before enrollment — Agency (Corrective Action Plan)	Verification Form; ChildPlus Reports 2001 and 2025; Enrollment Note	Missing or incomplete verification is addressed before enrollment and documented.

Responsible Staff and Required Action	Timeline (basis)	Documentation / ChildPlus Entry	Follow-Up / Supervisory Review
Step C — Director sign-off. Before a waitlisted family at 101–130 percent of poverty or over-income is selected, the **Head Start/Pre-K Director**: (1) reviews ChildPlus Report 2001 – Management Report – Enrollment for the percentage of enrolled participants at 101–130 percent and over-income, to confirm the selection stays within the 35 percent and 10 percent limits; (2) verifies that recruitment has taken place according to the current Recruitment Plan (§1302.13), using the ERSEA Coordinator's monthly monitoring, outreach logs, and referral tracking; and (3) signs the Verification Form to accept the waitlist participant. All over-income verifications have a three-step verification with the Director's signature. No 101–130% or over-income family is selected without the Director's sign-off.	Before selection — Agency practice (added November 2026) / Agency (Corrective Action Plan)	Verification Form with the Director's signature; ChildPlus Enrollment Note recording the Report 2001 percentages reviewed, the recruitment verification, and the date of sign-off	If the limits would be exceeded or recruitment is incomplete, the Director does not sign off; the ERSEA Coordinator continues recruitment of income-eligible families and documents it.

G. Eligibility Duration

Responsible Staff and Required Action	Timeline (basis)	Documentation / ChildPlus Entry	Follow-Up / Supervisory Review
A child determined eligible and participating in Head Start remains eligible through the end of the succeeding program year, except the Program may choose not to enroll a child when there are compelling reasons, such as a change in family income and a child with greater need.	At re-enrollment — Federal	ChildPlus enrollment history	ERSEA Coordinator
If a child moves from Early Head Start to Head Start Preschool, staff verify eligibility again. If the Program operates both options, it ensures, whenever possible, that an eligible child enrolled in its Early Head Start receives Head Start Preschool services until enrolled in school.	At transition — Federal	New eligibility record	Applies only if Early Head Start is operated — agency to confirm.
If a child returns for a third year, family income is verified again (see §1302.15).	At re-enrollment — Agency (2017 policy)	New eligibility record	Family Service Coordinator

H. Records and Retention

Responsible Staff and Required Action	Timeline (basis)	Documentation / ChildPlus Entry	Follow-Up / Supervisory Review
The Program keeps an eligibility determination record for each participant and ongoing records of staff eligibility training. Records may be kept electronically.	Ongoing — Federal	ChildPlus; training records	—

Responsible Staff and Required Action	Timeline (basis)	Documentation / ChildPlus Entry	Follow-Up / Supervisory Review
The Program keeps eligibility determination records for those currently enrolled, as long as they are enrolled, and for one year after they have stopped receiving services or are no longer enrolled. ~~for three years after they have either stopped receiving services; or are no longer enrolled~~ If a longer School District records retention schedule applies, the longer period is followed (agency to confirm).	One year after exit — Federal	ChildPlus records; paper files	Data Manager

I. Violation of Eligibility Policies and Procedures

Responsible Staff and Required Action	Timeline (basis)	Documentation / ChildPlus Entry	Follow-Up / Supervisory Review
If Program Management determines that a staff person has violated federal and/or program eligibility determination regulations and/or enrolled children who are not eligible, the Program administers disciplinary action up to and including termination, consistent with School District personnel policies.	As determined — Federal	Personnel records (confidential)	Head Start/Pre-K Director
Families or participants who attempt to provide, or intentionally provide, false information are subject to the actions described in Program policy, which are explained in eligibility training.	As determined — Federal	Case documentation	Head Start/Pre-K Director

J. Training on Eligibility

Responsible Staff and Required Action	Timeline (basis)	Documentation / ChildPlus Entry	Follow-Up / Supervisory Review
The Program trains all Governing Body, Policy Council, management, and staff who determine eligibility on applicable federal regulations and program policies and procedures. Training includes how to collect complete and accurate eligibility information from families and third-party sources; strategies for treating families with dignity and respect and for dealing with possible domestic violence, stigma, and privacy issues; and the actions taken against staff, families, or participants who attempt to provide or intentionally provide false information.	See below — Federal	Agenda, sign-in sheets, materials	—
Management and staff who make eligibility determinations are trained within 90 days of hire. All newly hired staff responsible for ERSEA activities receive ERSEA training within the first month of employment.	Within 90 days of hire — Federal; within the first month — Agency (Corrective Action Plan)	Training record; employee onboarding checklist, kept in the employee's training records	Head Start/Pre-K Director; ERSEA Coordinator
Governing Body and Policy Council members are trained within 180 days of the beginning of the term of a new Governing Body or Policy Council.	Within 180 days — Federal	Training record	Head Start/Pre-K Director

Responsible Staff and Required Action	Timeline (basis)	Documentation / ChildPlus Entry	Follow-Up / Supervisory Review
After initial training, the **ERSEA Coordinator** provides mandatory refresher training annually to all ERSEA staff on applicable Head Start eligibility requirements and program policies and procedures, including: income eligibility requirements; verification and documentation of income; eligibility categories; selection priorities; requirements related to over-income enrollment; and proper documentation in the eligibility file. Additional training is provided as needed (for example, after monitoring findings or rule changes). This frequency is set by the Program as required by §1302.12(m)(4).	Annually — Agency (Corrective Action Plan)	Agenda, sign-in sheet	The ERSEA Coordinator monitors training records monthly; missing or overdue training is addressed promptly, and results and corrective actions are documented.
Staff who determine eligibility are trained on the Housing Adjustment Calculator: how to calculate housing adjustments accurately, apply the adjustment when determining family income, and keep supporting documentation in the child's eligibility file. (The ChildPlus Consultant trained the ERSEA Coordinator and Head Start Director in November 2026, and the procedure was reviewed with staff.)	November 2026, then with annual refresher training — Agency (Corrective Action Plan)	Agenda and minutes	ERSEA Coordinator

Section 4. Monitoring Protocol

NEW SECTION — not in 2017 policy

4.1 Monitoring Protocol Statement

The Program monitors compliance with 45 CFR §1302.12 to verify that every enrolled participant has a complete, accurate, supervisor-reviewed eligibility determination record supported by allowable documentation, entered in ChildPlus, and completed before enrollment. Monitoring includes ChildPlus data checks, the Eligibility Monitoring Checklist, 100% review of new enrollee files each month, scheduled reports, corrective action tracking, and governance reporting. Reviewers check the quality of documentation — correct income calculations, correct categories, and required staff statements — not just whether fields are filled in. Over-income enrollment is also monitored bi-weekly and monthly under the Program's Corrective Action Plan so that it does not exceed the allowable 10 percent limit.

4.2 System of Record — ChildPlus

ChildPlus is the Program's official system of record for this standard. It is used to:

- Records application date, interview date and method, eligibility category, family size, income by source, and verification notes.
- Stores scanned verification documents, declarations, and consents as attachments.
- Flags missing eligibility records, missing documents, and enrollment dates earlier than eligibility dates.
- Produces counts by eligibility category to track the 10 percent and 35 percent limits.
- Tracks staff eligibility training dates (if the Program uses ChildPlus personnel records; otherwise a training log).

ChildPlus module and screen names below reflect standard ChildPlus functions. Local screen names, field names, and report numbers must be verified against the Program's ChildPlus configuration before this protocol is finalized.

4.3 Internal Monitoring Checklist (ChildPlus-Aligned)

The reviewer completes the checklist for each file or record reviewed. Each row is marked Yes / No / Not Applicable and also records the standard monitoring fields listed in Appendix A (participant or family identifier, program option and site, enrollment date, reviewer, findings, corrective action, responsible staff, due date, date corrected, verification, and supervisor approval). The reviewer checks the quality and completeness of the documentation, not just whether a field has an entry.

Compliance Verification Item	Citation	Required Documentation	ChildPlus Module / Screen
Application complete and entered in ChildPlus on time	Agency	Application; ChildPlus entry date	Application / Family
Interview method documented; reason recorded if by telephone	§1302.12(a)	Case note	Case notes
Age verified, or barrier and alternative documented	§1302.12(b), (h)	Age document or note	Child record; Attachments
Income calculation correct (gross income, family size, multipliers, housing adjustment if used)	§1302.12(i)(1)	Income documents; worksheet	Eligibility – income
Housing cost adjustment supported by documents (not self-declaration), annualized correctly, with only the amount above 30% deducted; calculator results attached; Status 03a or 09l recorded	§1302.12(i)(1)(ii); OHS guidance	Bills/statements; calculator results	Attachments; Enrollment Notes
Director sign-off on file before any 101–130% or over-income selection, recording Report 2001 percentages and recruitment verification	§1302.12(c)(2), (d); Agency practice	Signed approval; Enrollment Note	Enrollment Notes; Report 2001
Over-income file has the Eligibility Selection Review Form and Selection Criteria Form showing the waiting list (Report 2025) was reviewed and no eligible applicant was available	§1302.12(c)(2); Agency (Corrective Action Plan)	Eligibility Selection Review Form; Selection Criteria Form	Report 2025; Enrollment Notes
Over-income file has a completed Verification Form showing the third-party supervisory review and three-step verification with the Director's signature, completed before enrollment	§1302.12(c)(1)–(2); Agency (Corrective Action Plan)	Verification Form	Eligibility; Enrollment dates
Housing Adjustment Calculator used for every applicant initially determined over-income when applicable	§1302.12(i)(1)(ii); Agency (Corrective Action Plan)	Calculator results; housing documents	Attachments; Report 2004
Category matches documentation (public assistance, homeless, foster care, over-income)	§1302.12(c), (d), (i)	Category documentation	Eligibility
Required staff statements and third-party consents present	§1302.12(k)(2)	Signed eligibility statement; consents	Eligibility; Attachments
Supervisory review completed before acceptance	Agency	Reviewer name/date	Eligibility
Every application status assignment or change has a corresponding Enrollment Note (date, status, reason, action taken, next steps)	Agency (Application Status Procedures)	Enrollment Notes	Application status; Enrollment Notes

Compliance Verification Item	Citation	Required Documentation	ChildPlus Module / Screen
Status 02 applications contain a completed Eligibility Interview Statement (Quick Note ED) and a documented referral for second ERSEA review	Agency (Application Status Procedures)	Quick Note (ED)	Enrollment Notes
Eligibility date precedes enrollment date	§1302.12(a)	Dates	Eligibility; Enrollment
Re-verification completed for third year or EHS-to-HS transition	§1302.12(j)(3); §1302.15(b)(2)	New eligibility record	Eligibility history
Staff and governance eligibility training current (new ERSEA hires trained within the first month; annual refresher completed)	§1302.12(m); Agency (Corrective Action Plan)	Training records; onboarding checklist	Personnel / training log

4.4 Required ChildPlus Screens to Review

Screen	Information That Should Be Present	Requirement Supported	Discrepancies to Identify	Follow-Up When Deficient
Application	Application date, program option, site preference, referral source	Agency intake	Applications not entered within 2 business days; duplicates	Family Service staff complete entry; Coordinator merges duplicates.
Eligibility	Category, family size, income by source, determination date, staff and reviewer	§1302.12(c), (i), (k)	Wrong category; arithmetic errors; missing reviewer	Corrected within 2 business days (Proposed); repeat errors trigger retraining.
Application status and Enrollment Notes	Current status (00–09e) supported by a matching Enrollment Note; Quick Note (ED) for Status 02	Procedure A-1; §1302.12(a), (k)	Status with no Enrollment Note; status not matching the notes; applications left in 00–01c, 02a–02d, or 09b with no recent follow-up	Treated as a documentation deficiency requiring corrective action (Procedure A-1, item 10).
Case notes	Interview narrative; verification efforts; homeless living situation statement	§1302.12(a), (i)(3), (k)(2)	Generic or missing narratives	Staff add the required narrative; supervisor re-checks.
Attachments	Proof of age and eligibility, declarations, consents	§1302.12(h), (i), (k)	Missing or unreadable documents	Obtain or rescan; if unavailable, document efforts.
Enrollment	Enrollment date after eligibility date	§1302.12(a)	Enrollment before eligibility	Immediate escalation to the Director.

4.5 ChildPlus Reporting Schedule

Frequency	ChildPlus Report / Data Source	Monitoring Purpose	Responsible Staff
Weekly	Proposed saved query: new applications and eligibility determinations pending review; applications by application status (00–09e) with last Enrollment Note date — [verify ChildPlus report #]	Catch late entries and pending reviews	Family Service Coordinator

Frequency	ChildPlus Report / Data Source	Monitoring Purpose	Responsible Staff
Bi-weekly	ChildPlus reports reviewed to identify applicants classified as over-income (ChildPlus Report 2001 – Management Report -- Enrollment; ChildPlus Report 2004 [title to confirm]); enrollment data and monitoring documentation	Confirm third-party verification was obtained and documented before enrollment; correct discrepancies	ERSEA Coordinator
Monthly	Enrollment by Eligibility Category Report (ChildPlus Reports 2001 and 2004): number and percentage of children enrolled in each eligibility category, specifically identifying over-income children, reconciled against the current enrollment roster and eligibility records; monthly review of over-income eligibility files (calculator use, Verification Form, selection documentation); training records; 100% new-enrollee file review	Verify accuracy and limits	ERSEA Coordinator
Quarterly	Proposed report: eligibility error trends by staff and site — [verify ChildPlus report #]; enrollment trend review (Corrective Action Plan)	Identify recurring issues and training, technical assistance, or procedural needs	ERSEA Coordinator and Head Start/Pre-K Director
Annually	Eligibility category totals; training completion	Self-assessment; governance report	Director; Policy Council and Governing Body

Report numbers are not listed until verified in the Program's ChildPlus. Items marked "Proposed" are recommended monitoring reports or saved queries. For each report, the reviewer checks the relevant fields, date ranges, and statuses, resolves discrepancies with the responsible staff member, and records findings on the checklist.

4.6 Monitoring Cadence and File Review Expectations

Weekly

- Family Service staff review pending applications in their caseloads; the Family Service Coordinator clears pending eligibility reviews.
- Any enrollment found without an eligibility determination is escalated to the Director immediately.

Bi-weekly

- ERSEA Coordinator reviews ChildPlus reports to identify over-income applicants and confirms the third-party verification was obtained and documented before enrollment; keeps documentation of each bi-weekly review, including the over-income applications identified and their verification status (Corrective Action Plan).

Monthly

- 100% review of all newly enrolled participant files using the Eligibility Monitoring Checklist.
- Risk-based sample of continuing files (for example, over-income, zero-income, and housing-adjustment determinations).
- Verify corrections from the prior month.
- Update the Enrollment by Eligibility Category Report and reconcile it against the enrollment roster and eligibility records; review every over-income selection and eligibility file; review training records (Corrective Action Plan).

Quarterly

- Analyze error trends by staff and site; plan targeted training.

- ERSEA Coordinator and Head Start/Pre-K Director review enrollment trends to identify recurring issues and decide whether additional training, technical assistance, or procedural changes are needed (Corrective Action Plan).

Annually

- Include results in the self-assessment; confirm training records; report category totals to governance.

These review frequencies are agency-established monitoring controls unless a federal requirement specifies otherwise. Immediate health, safety, or other urgent concerns are escalated without waiting for the next scheduled review.

4.7 Accountability by Role

Role	Monitoring Responsibility
Family Service staff	Complete interviews, verification, and ChildPlus entries; correct findings by the due date.
Program Assistant	Enters application data accurately and on time.
Family Service Coordinator	Reviews 100% of determinations before acceptance; assigns corrections.
ERSEA Coordinator (Content Area Lead)	Conducts monthly monitoring; tracks limits; prepares the monthly report-out. Completes the bi-weekly over-income review and the third-party supervisory review; maintains the Enrollment by Eligibility Category Report; provides annual ERSEA training and monitors training records monthly.
ChildPlus Consultant	Provides training and support on ChildPlus reports and the Housing Adjustment Calculator (named in the Corrective Action Plan).
Data Manager / ChildPlus Administrator (agency to confirm position)	Maintains reports and saved queries; supports data validation.
Head Start/Pre-K Director	Reviews monthly results; enforces accountability; addresses violations. Signs every over-income Verification Form; periodically reviews the bi-weekly monitoring results; gives the Policy Council and Governing Body quarterly ERSEA updates.
Executive leadership (agency to confirm title)	Addresses significant or systemic concerns.
Policy Council and Governing Body	Receive eligibility training and aggregate eligibility reports. Receive quarterly updates on ERSEA compliance, eligibility determinations, over-income enrollment, recruitment efforts, and corrective action progress.

4.8 Corrective Action Documentation and Escalation

Every deficiency is recorded on the Corrective Action Record (Appendix B) with the finding, the federal or agency requirement, the participant or area affected, date identified, responsible staff, required action, due date, evidence of correction, date of supervisory verification, and status (Open / In Progress / Corrected / Verified / Escalated). Timelines are proportionate to severity. Repeat or unresolved findings trigger supervisory follow-up, root cause analysis, targeted training or technical assistance, increased monitoring frequency, escalation to the Head Start/Pre-K Director, and a documented systemic improvement plan when warranted. Serious health, safety, or other urgent concerns require immediate action. For this standard:

- Enrollment without a completed eligibility determination, or a determination that appears intentionally falsified, is escalated to the Director the same day.

- Documentation errors are corrected within 2 business days; calculation or category errors that change eligibility are corrected within 1 business day and reported to the Director (Proposed).

4.9 Monthly Content Area Report-Out

The Content Area Lead compiles a monthly compliance summary for the Head Start/Pre-K Director that includes the ten report elements listed in Appendix B: records reviewed; number and percentage compliant; findings; corrections completed; open and overdue corrective actions; repeat findings and systemic concerns; training and technical assistance needs; data trends and service gaps; recommendations; and the Corrective Action Plan with responsible staff, deadlines, and verification status. The Director reviews the findings, gives direction as needed, and ensures accountability for unresolved concerns. Significant or recurring issues are escalated to executive leadership and governance as appropriate. For this standard, the report also includes:

- Number of new enrollee files reviewed and percentage compliant
- Errors by type (calculation, category, documentation, timeliness)
- Over-income and 101–130% counts against the limits
- Training completion
- Number and percentage of children enrolled in each eligibility category (Enrollment by Eligibility Category Report)
- Over-income applications reviewed bi-weekly and their verification status
- Corrective Action Plan progress

§1302.13 Recruitment of Children and Annual Recruitment Plan

Policy ID(s)	20003 and 20003a (ERSEA) — consolidated; incorporates the 2026–2027 Recruitment Plan
Related Regulations	45 CFR §1302.13; §1302.11(b)(1)(iii), (v)
Revised by	[Agency to complete] — Draft prepared by YData Solutions LLC
Revision Date	Draft — November 2026
Approved by	Policy Council: _____ Governing Body: _____ (2017: Policy Council 7/25/2017; Board 10/24/2017)
Responsibility	All staff; ERSEA Coordinator; Family Service Workers; Center Staff; Program Director; Policy Council and Governing Body (per the 2026–2027 Recruitment Plan)
Timeline	Year-round, following the 2026–2027 Recruitment Timeline (August–July); monthly monitoring; annual evaluation at the end of each program year ~~February/March of every year~~
Evaluation	Recruitment file; approved recruitment plan and materials; monthly enrollment and vacancy reports; referral tracking; outreach logs; annual evaluation of recruitment effectiveness

Summary of Changes from the 2017 Policy

- Incorporates the Gadsden County Head Start Program 2026–2027 Recruitment Plan (purpose, goals, strategies, timeline, responsible personnel, ongoing monitoring, and evaluation).
- Adds the federal requirements to use modern technologies to help families apply and to reduce administrative and paperwork burden.
- "Other vulnerable children" becomes "other children in need, including children experiencing homelessness and children in foster care."
- Monitoring changes from quarterly by the Family Service Coordinator (2017, 20003a §1.4) to monthly by the ERSEA Coordinator (2026–2027 Plan).
- Plan timing changes from a February/March plan (2017) to a year-round timeline (2026–2027 Plan).
- 2017 provisions retained: distribution locations, parent referrals, approved materials with the Grantee logo, materials in English, Spanish, and other languages, the Director's written approval, and soliciting more applications than anticipated openings.
- Position titles in the 2026–2027 Plan (ERSEA Coordinator, Program Director) differ from the 2017 policy (Family Service Coordinator, Head Start/Pre-K Director). The agency should confirm the current titles.

Section 1. Exact Federal Performance Standard (Verbatim)

NEW SECTION — verbatim federal text replaces the 2017 paraphrase

§ 1302.13 Recruitment of children.

In order to reach those most in need of services, a program must develop and implement a recruitment process designed to actively inform all families with eligible children within the recruitment area of the availability of program services. A program must include modern technologies to encourage and assist families in applying for admission to the program, and to reduce the family's administrative and paperwork burden in the application and enrollment process. A program must include specific efforts to actively locate and recruit children with disabilities and other children in need, including children experiencing homelessness and children in foster care.

[89 FR 67807, Aug. 21, 2024]

Source: Electronic Code of Federal Regulations (eCFR), 45 CFR §1302.13, "up to date as of 11/03/2026"; text verified word-for-word against eCFR on November 5, 2026. Federal requirement — not agency-authored.

Section 2. Agency Policy

It is the policy of the Gadsden County Schools Head Start/Prekindergarten program to reach those most in need of services by developing and implementing a recruitment process designed to actively inform all families with eligible children within the recruitment area of the availability of program services, and to encourage and assist them in applying for admission to the program. The Program uses modern technologies to encourage and assist families in applying and to reduce families' administrative and paperwork burden in the application and enrollment process.

The Program makes specific efforts to actively locate and recruit children with disabilities and other children in need, including children experiencing homelessness and children in foster care. Recruitment is carried out year-round under an annual Recruitment Plan that is based on the community assessment, sets measurable goals, and is monitored monthly and evaluated annually. The 2026–2027 Recruitment Plan is incorporated into this policy. Recruitment activities, referral sources, and results are documented and tracked, with ChildPlus serving as the system of record for applications, referral sources, waiting list data, and enrollment.

Section 3. Detailed Agency Procedures

*Timeline basis: **Federal** = required by 45 CFR; **Agency (2017 policy)** = carried forward from the 2017 policy; **Agency (2026–2027 Recruitment Plan)** = from the agency's plan; **Agency practice (added November 2026)** = current agency practice provided for this update; **Agency (Corrective Action Plan)** = process from the Program's Corrective Action Plan for §1302.12(c)(1); **Proposed** = new agency timeline recommended in this draft for agency confirmation. Agency timelines are not federal requirements.*

A. Recruitment Process (Policy 20003)

Responsible Staff and Required Action	Timeline (basis)	Documentation / ChildPlus Entry	Follow-Up / Supervisory Review
All staff carry out the recruitment process, which includes actively locating and recruiting children with disabilities and other children in need, including children experiencing homelessness and children in foster care; canvassing the local community; using news releases and advertising; and using family referrals and referrals from other public and private agencies.	Year-round — Federal / Agency (2026–2027 Recruitment Plan)	Recruitment file	ERSEA Coordinator
The Program networks with internal and external resources to obtain referrals and maintains a listing of recruitment activities, including the names of community agencies, neighborhoods, churches, and others, with dates and specific activities (for example, copies of distributed flyers and PSA announcements).	Ongoing — Agency (2017 policy)	Recruitment activity listing; outreach logs, sign-in sheets, referral forms (2026–2027 Plan)	ERSEA Coordinator reviews monthly.
During recruitment before the enrollment year, the Program solicits applications from as many eligible families in the recruitment area as possible, and obtains more Head Start Applications than the enrollment opportunities expected over the next year so it can select those with the greatest need.	Before the enrollment year and ongoing — Agency (2017 policy)	ChildPlus application counts vs. funded enrollment	ERSEA Coordinator

Responsible Staff and Required Action	Timeline (basis)	Documentation / ChildPlus Entry	Follow-Up / Supervisory Review
As needed, staff assist families in completing the Head Start Application Packet so all information needed for selection is complete, including translation services. Program options are explained to parents through staff-parent discussion, recruitment events, brochures, parent orientation, the enrollment telephone line, and the website. Staff offer online, telephone, and in-person application support and request only the information needed at each stage to reduce paperwork burden.	At application — Agency (2017 policy); Federal	ChildPlus application method and referral source [verify field names]	Family Service Coordinator

B. Recruitment Materials and Distribution (Policy 20003a)

Responsible Staff and Required Action	Timeline (basis)	Documentation / ChildPlus Entry	Follow-Up / Supervisory Review
The recruitment plan includes a list of dates and events, specific recruitment activities, and marketing and promotional strategies.	Annually — Agency (2017 policy)	Recruitment Plan	Program Director / Head Start/Pre-K Director
Staff, parents, and volunteers are encouraged to distribute approved recruitment materials, including to parents, organizations, and agencies; at program events, community fairs, neighborhood functions, and workshops; in grocery store parking lots, stores, and churches; door-to-door; at the Social Security Office, WIC clinics, health clinics, and food bank distribution sites; in school districts, including charter schools and high schools, encouraging children in grades K–6 to take flyers home; and at locations with Head Start eligible families as determined by the most recent Community Assessment.	Year-round — Agency (2017 policy)	Distribution log	ERSEA Coordinator
Staff design and develop recruitment materials after approval. The Grantee (School District) logo and name appear on the front or back of all materials. Materials are available in English, Spanish, and other languages as needed. The Head Start/Pre-K Director's written approval is required before distribution.	Before distribution — Agency (2017 policy)	Approved materials with written approval	Head Start/Pre-K Director
Program staff are encouraged to ask parents for referrals.	Ongoing — Agency (2017 policy)	ChildPlus referral source	—

C. 2026–2027 Recruitment Plan (incorporated)

NEW — incorporated from the Gadsden County Head Start Program 2026–2027 Recruitment Plan

Purpose. The purpose of the recruitment plan is to ensure that the Gadsden County Head Start Program identifies, recruits, and enrolls eligible children and families throughout the service area. Recruitment efforts will prioritize children and families experiencing homelessness, children in foster care, children with disabilities, and families with limited income. The program will implement ongoing recruitment strategies to maintain full enrollment and ensure eligible children have access to comprehensive Head Start services.

1. Recruitment Goals

1. Maintain 100% funded enrollment throughout the program year.
2. Increase awareness of Head Start services throughout Gadsden County.
3. Strengthen recruitment efforts to identify eligible children, including homeless children, children in foster care, and children with disabilities.
4. Establish partnerships with community agencies to identify and refer to eligible families.
5. Maintain an accurate waiting list and monitor enrollment trends.
6. Ensure recruitment and selection practices are consistent with Head Start eligibility requirements and selection criteria.

2. Recruitment Strategies and Activities

Recruitment Activity	Implementation Strategy
Community Outreach	Distribute flyers and brochures throughout the county.
School Partnerships	Collaborate with elementary schools, VPK providers, and childcare centers.
Community Agencies	Partners with the Department of Children and Families, homeless shelters, food banks, and social service agencies.
Social Media	Advertise enrollment opportunities through Facebook, radio stations and the program website.
Community Events	Participate in health fairs, back-to-school events, and community festivals.
Parent Referrals	Encourage currently enrolled families to refer eligible children.
Homeless and Foster Care Outreach	Work with community organizations to identify and refer children experiencing homelessness or in foster care.
Children with Disabilities	Collaborate with Early Steps, Child Find, and local school district Exceptional Student Education personnel.

3. Recruitment Timeline

Timeframe	Activity
August–September	Review enrollment, identify vacancies, and update waiting lists.
October–November	Conduct community outreach and strengthen agency partnerships.
December–January	Review recruitment data and target underrepresented populations.
February–March	Increase enrollment awareness and conduct community recruitment activities.
April–May	Continue recruitment for the upcoming program year.
June–July	Continue application intake, eligibility verification, and enrollment preparation.
Ongoing	Monitor vacancies, waiting lists, referrals, and recruitment activities.

4. Responsible Personnel

- **ERSEA Coordinator:** Oversees recruitment activities, monitors enrollment, and maintains recruitment documentation.

- **Family Service Workers:** Conduct family outreach, distribute recruitment materials, and assist families with applications.
- **Center Staff:** Identify potential applicants and share enrollment information with families.
- **Program Director:** Provides oversight and ensures recruitment activities align with program goals.
- **Policy Council and Governing Body:** Participate in reviewing recruitment efforts and supporting community outreach.

5. Ongoing Monitoring Plan

The ERSEA Coordinator will monitor recruitment activities monthly to evaluate the effectiveness of recruitment strategies and ensure the program is reaching eligible families throughout the service area. Monitoring will include:

- Reviewing monthly enrollment and vacancy reports.
- Monitoring the waiting list and identifying areas where additional recruitment is needed.
- Tracking referrals from community agencies.
- Reviewing the number of children identified in homeless, foster care, and disability categories.
- Maintaining documentation of recruitment activities, including flyers, sign-in sheets, referral forms, and outreach logs.
- Evaluating recruitment efforts and making adjustments when enrollment goals are not being met.

6. Evaluation of Recruitment Effectiveness

At the end of each program year, the ERSEA Coordinator and management team will evaluate recruitment activities to determine which strategies were most effective in reaching eligible families. Recruitment data will be used to identify gaps, strengthen community partnerships, and develop strategies for the upcoming program year.

> *Plan text is reproduced as provided by the agency, except one spacing correction ("Facebook ," to "Facebook,"). The Plan is titled "Gadsden County Head Start Program"; the agency may update it to the corrected name, Gadsden County Schools Head Start/Prekindergarten.*

D. Implementing the Plan: Documentation and Follow-Up

Responsible Staff and Required Action	Timeline (basis)	Documentation / ChildPlus Entry	Follow-Up / Supervisory Review
ERSEA Coordinator updates the Recruitment Plan each year using the annual community assessment update, prior-year recruitment data, and the end-of-year evaluation, and submits it for Program Director approval and Policy Council and Governing Body review.	Annually, by July for the upcoming program year (Proposed)	Dated Recruitment Plan; approvals	Program Director
Family Service Workers and **Center Staff** record each outreach activity (date, location, activity, materials, number of contacts, and staff) on the outreach log, and keep flyers, sign-in sheets, and referral forms in the recruitment file.	Within 2 business days of the activity (Proposed)	Outreach log; recruitment file	ERSEA Coordinator reviews monthly.
Family Service staff record the referral source for every application in ChildPlus (for example, DCF, homeless shelter, Early Steps, Child Find, ESE, parent referral, social media, community event).	At application entry (Proposed)	ChildPlus referral source field [verify field name]	ERSEA Coordinator uses it to track referrals from community agencies.

Responsible Staff and Required Action	Timeline (basis)	Documentation / ChildPlus Entry	Follow-Up / Supervisory Review
Referrals of children with suspected or identified disabilities are shared with the Education/Disability Coordinator; referrals of children experiencing homelessness or in foster care are flagged for priority processing.	Within 2 business days of referral (Proposed)	ChildPlus indicators; case notes	ERSEA Coordinator
When enrollment goals are not met (for example, an unfilled vacancy, a site with a short waiting list, or low numbers of homeless, foster care, or disability enrollments), the ERSEA Coordinator adjusts strategies and documents the change.	Monthly — Agency (2026–2027 Recruitment Plan)	Monthly monitoring notes	Program Director
ERSEA Coordinator reviews recruitment logs, community partnership activities, referral records, applications received, and enrollment data to evaluate whether outreach is reaching eligible children, including children experiencing homelessness, children in foster care, and children with disabilities, and verifies that staff maintain ongoing communication with community agencies, local schools, homeless service providers, foster care agencies, and organizations serving children with disabilities. Gaps are identified, and corrective measures are implemented and documented when recruitment efforts do not adequately reach eligible children.	Monthly — Agency (Corrective Action Plan)	Recruitment Plan; recruitment logs; referral records; monitoring results	Results are reviewed to decide whether additional outreach strategies or staff training are needed.

Section 4. Monitoring Protocol

NEW SECTION — not in 2017 policy

4.1 Monitoring Protocol Statement

The Program monitors compliance with 45 CFR §1302.13 and the 2026–2027 Recruitment Plan to verify that recruitment is continuous, reaches families in need throughout the service area, uses modern technologies and low-burden application methods, actively locates children with disabilities, children experiencing homelessness, and children in foster care, and produces enough applications to maintain 100% funded enrollment. Monitoring includes monthly review by the ERSEA Coordinator, ChildPlus application and referral data, outreach documentation, corrective action tracking, and governance oversight.

4.2 System of Record — ChildPlus

ChildPlus is the Program's official system of record for this standard. It is used to:

- Records application date, application method, and referral source.
- Shows applications, waiting list size, and vacancies by site against funded enrollment.
- Shows homeless, foster care, and disability counts among applicants and enrollees.
- Outreach logs and materials are kept in the recruitment file; ChildPlus holds participant-level results.

ChildPlus module and screen names below reflect standard ChildPlus functions. Local screen names, field names, and report numbers must be verified against the Program's ChildPlus configuration before this protocol is finalized.

4.3 Internal Monitoring Checklist (ChildPlus-Aligned)

The reviewer completes the checklist for each file or record reviewed. Each row is marked Yes / No / Not Applicable and also records the standard monitoring fields listed in Appendix A (participant or family identifier, program option and site, enrollment date, reviewer, findings, corrective action, responsible staff, due date, date corrected, verification, and supervisor approval). The reviewer checks the quality and completeness of the documentation, not just whether a field has an entry.

Compliance Verification Item	Citation	Required Documentation	ChildPlus Module / Screen
Current Recruitment Plan approved and dated	§1302.13; Agency	Plan; approvals	N/A
Outreach activities logged with supporting documents	Plan §5	Logs, flyers, sign-in sheets	N/A (recruitment file)
Materials approved in writing, carry Grantee logo, and are available in needed languages	Agency (2017)	Approved materials	N/A
Referral source recorded for each application	Plan §5	—	Application
Targeted outreach to disability, homeless, and foster care populations documented	§1302.13	Partner contacts; referrals	Application; indicators
Applications exceed anticipated openings by site	Agency (2017)	Counts	Application / waiting list
Modern technology and low-burden application options available	§1302.13	Website/online form; phone line	Application method

4.4 Required ChildPlus Screens to Review

Screen	Information That Should Be Present	Requirement Supported	Discrepancies to Identify	Follow-Up When Deficient
Application	Application date, method, referral source, site preference	§1302.13	Missing referral source; old pending applications	Family Service staff complete; Coordinator follows up on pending applications.
Waiting list / selection	Ranked eligible applicants by site	Plan Goal 5	Sites with too few applicants	Targeted recruitment for that area.
Enrollment	Funded vs. actual enrollment by site and class	Plan Goal 1	Vacancies	Fill per §1302.15; increase recruitment.
Family/Child indicators	Homeless, foster care, IEP/IFSP counts	§1302.13; Plan Goal 3	Low counts relative to the community assessment	Strengthen partner outreach.

4.5 ChildPlus Reporting Schedule

Frequency	ChildPlus Report / Data Source	Monitoring Purpose	Responsible Staff
Weekly	Proposed saved query: new applications by referral source and site — [verify ChildPlus report #]	Confirm recruitment activity is producing applications	ERSEA Coordinator

Frequency	ChildPlus Report / Data Source	Monitoring Purpose	Responsible Staff
Monthly	Monthly enrollment and vacancy reports; waiting list review; referral tracking; homeless, foster care, and disability counts (2026–2027 Plan §5) — [verify ChildPlus report #s]	Plan monitoring	ERSEA Coordinator
Quarterly	Proposed: recruitment results vs. Plan goals summary	Leadership review	Program Director / Head Start/Pre-K Director
Annually	Evaluation of Recruitment Effectiveness (2026–2027 Plan §6)	Plan the next year	ERSEA Coordinator and management team; Policy Council and Governing Body

Report numbers are not listed until verified in the Program's ChildPlus. Items marked "Proposed" are recommended monitoring reports or saved queries. For each report, the reviewer checks the relevant fields, date ranges, and statuses, resolves discrepancies with the responsible staff member, and records findings on the checklist.

4.6 Monitoring Cadence and File Review Expectations

Weekly

- ERSEA Coordinator reviews new applications and pending follow-ups; urgent referrals (homeless, foster care) are processed immediately.

Monthly

- Complete the Plan §5 monitoring items; confirm that new enrollees' applications carry a referral source (part of the 100% new-enrollee file review).
- Adjust strategies where goals are not met.
- Verify ongoing communication with community agencies, local schools, homeless service providers, foster care agencies, and organizations serving children with disabilities; document results and any corrective measures (Corrective Action Plan).

Quarterly

- Review progress on the six Plan goals; identify underrepresented populations (Plan timeline: December–January review).

Annually

- Complete the Plan §6 evaluation; update the Plan using the community assessment update; report to the Policy Council and Governing Body.

These review frequencies are agency-established monitoring controls unless a federal requirement specifies otherwise. Immediate health, safety, or other urgent concerns are escalated without waiting for the next scheduled review.

4.7 Accountability by Role

Role	Monitoring Responsibility
Family Service Workers	Conduct outreach; assist families with applications; log activities; record referral source.
Center Staff	Identify potential applicants and share enrollment information.
ERSEA Coordinator (Content Area Lead)	Oversees recruitment, monitors monthly, maintains documentation, prepares the monthly report-out.

Role	Monitoring Responsibility
Data Manager / ChildPlus Administrator (agency to confirm position)	Maintains application and referral reports.
Program Director / Head Start/Pre-K Director	Approves the Plan and materials; provides oversight.
Policy Council and Governing Body	Review recruitment efforts and support community outreach.

4.8 Corrective Action Documentation and Escalation

Every deficiency is recorded on the Corrective Action Record (Appendix B) with the finding, the federal or agency requirement, the participant or area affected, date identified, responsible staff, required action, due date, evidence of correction, date of supervisory verification, and status (Open / In Progress / Corrected / Verified / Escalated). Timelines are proportionate to severity. Repeat or unresolved findings trigger supervisory follow-up, root cause analysis, targeted training or technical assistance, increased monitoring frequency, escalation to the Head Start/Pre-K Director, and a documented systemic improvement plan when warranted. Serious health, safety, or other urgent concerns require immediate action. For this standard:

- A vacancy without enough eligible applicants triggers targeted recruitment within 5 business days (Proposed).
- Materials distributed without written approval are withdrawn and the incident is documented.

4.9 Monthly Content Area Report-Out

The Content Area Lead compiles a monthly compliance summary for the Head Start/Pre-K Director that includes the ten report elements listed in Appendix B: records reviewed; number and percentage compliant; findings; corrections completed; open and overdue corrective actions; repeat findings and systemic concerns; training and technical assistance needs; data trends and service gaps; recommendations; and the Corrective Action Plan with responsible staff, deadlines, and verification status. The Director reviews the findings, gives direction as needed, and ensures accountability for unresolved concerns. Significant or recurring issues are escalated to executive leadership and governance as appropriate. For this standard, the report also includes:

- Applications received by source and site
- Funded vs. actual enrollment and vacancies
- Homeless, foster care, and disability applicants and enrollees
- Activities completed vs. the Plan timeline; strategy adjustments

§1302.14 Selection of Children

Policy ID(s)	20004 (ERSEA)
Related Regulations	45 CFR §1302.14; §1302.11(b); §1302.102(c)
Revised by	[Agency to complete] — Draft prepared by YData Solutions LLC
Revision Date	Draft — November 2026
Approved by	Policy Council: _____ Governing Body: _____ (2017: Policy Council 7/25/2017; Board 10/24/2017)
Responsibility	Family Service Coordinator; Policy Council; Governing Body; ERSEA Coordinator
Timeline	Prior to enrollment; selection criteria established annually after the community assessment update
Evaluation	Electronic record-keeping system priority scoring; ChildPlus waiting list; barriers-to-enrollment analysis

Summary of Changes from the 2017 Policy

- IDEA: at least 10 percent of total actual enrollment (2017: total funded enrollment).
- Selection criteria must be based on community needs identified in the community assessment (§1302.11(b)).
- Adds an option to consider enrollment of children of staff members (§1302.14(a)(6)). The agency must decide whether to adopt this.
- Adds a barriers-to-enrollment analysis using community assessment data, including transportation access (§1302.14(d)).
- In the 2017 points table, the income rows for TANF/SSI/Homeless/Foster Care, ≤100% of poverty, and 101–130% of poverty have no point values. Policy Council must set them.
- Waiting list administration: the 2017 policy names the Family Service Coordinator, and the 2026–2027 Plan names the ERSEA Coordinator. The agency must confirm the single point of contact.

Section 1. Exact Federal Performance Standard (Verbatim)

NEW SECTION — verbatim federal text replaces the 2017 paraphrase

§ 1302.14 Selection process.

(a) Selection criteria.

(1) A program must annually establish selection criteria that weigh the prioritization of selection of participants, based on community needs identified in the community needs assessment as described in § 1302.11(b), and including family income, whether the child is homeless, whether the child is in foster care, the child's age, whether the child is eligible for special education and related services, or early intervention services, as appropriate, as determined under the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.) and, other relevant family or child risk factors.

(2) An Indian Tribe that operates a Head Start program must annually establish selection criteria that weigh the prioritization of selection of participants, based on community needs identified in the community needs assessment as described in § 1302.11(b), and may, at its discretion, give priority to children in families for

which a child, a family member, or a member of the same household, is a member of an Indian Tribe, and would benefit from the Head Start program.

(3) If a program serves migrant or seasonal families, it must annually establish selection criteria that weigh the prioritization of selection of participants, based on community needs identified in the community needs assessment as described in § 1302.11(b), and give priority to children whose families can demonstrate they have relocated frequently within the past two-years to pursue agricultural work.

(4) If a program operates in a service area where Head Start Preschool eligible children can enroll in high-quality publicly funded pre-kindergarten for a full school day, the program must prioritize younger children as part of the selection criteria in paragraph (a)(1) of this section. If this priority would disrupt partnerships with local education agencies, then it is not required. An American Indian and Alaska Native or Migrant or Seasonal Head Start program must consider whether such prioritization is appropriate in their community.

(5) A program must not deny enrollment based on a disability or chronic health condition or its severity.

(6) A program may consider the enrollment of children of staff members as part of the selection criteria in paragraph (a)(1) of this section.

(b) Children eligible for services under IDEA.

(1) A program must ensure at least 10 percent of its total actual enrollment is filled by children eligible for services under IDEA, unless the responsible HHS official grants a waiver.

(2) If the requirement in paragraph (b)(1) of this section has been met, children eligible for services under IDEA should be prioritized for the available slots in accordance with the program's selection criteria described in paragraph (a) of this section.

(c) Waiting lists. A program must develop at the beginning of each enrollment year and maintain during the year a waiting list that ranks children according to the program's selection criteria.

(d) Understanding barriers to enrollment. A program is required to use data from the community assessment to identify the population of eligible children and families and potential barriers to enrollment and attendance, including using data to understand access to transportation for the highest need families. A program must use this data to inform ongoing program improvement efforts as described in § 1302.102(c) to promote enrolling the children most in need of program services.

[81 FR 61412, Sept. 6, 2016, as amended at 89 FR 67807, Aug. 21, 2024]

Source: Electronic Code of Federal Regulations (eCFR), 45 CFR §1302.14, "up to date as of 11/03/2026"; text verified word-for-word against eCFR on November 5, 2026. Federal requirement — not agency-authored.

Section 2. Agency Policy

It is the policy of the Gadsden County Schools Head Start/Prekindergarten program to establish selection criteria annually that weigh the prioritization of selection of participants, based on community needs identified in the community assessment, and including family income, whether the child is homeless, whether the child is in foster care, the child's age, whether the child is eligible for special education and related services or early intervention services under IDEA, and other relevant family or child risk factors. Selection criteria are approved by the Policy Council and Governing Body.

The Program maintains a waiting list, in ChildPlus, that ranks children according to the selection criteria, so that each vacancy is filled by the child with the greatest need. The Program does not deny enrollment based on a disability or chronic health condition or its severity, and ensures that at least 10 percent of its total actual enrollment is filled by children eligible for services under IDEA unless a waiver is granted. The Program uses community assessment data to identify barriers to enrollment and attendance, including transportation, and uses that data in ongoing program improvement.

Section 3. Detailed Agency Procedures

*Timeline basis: **Federal** = required by 45 CFR; **Agency (2017 policy)** = carried forward from the 2017 policy; **Agency (2026–2027 Recruitment Plan)** = from the agency's plan; **Agency practice (added November 2026)** = current agency practice provided for this update; **Agency (Corrective Action Plan)** = process from the Program's Corrective Action Plan for §1302.12(c)(1); **Proposed** = new agency timeline recommended in this draft for agency confirmation. Agency timelines are not federal requirements.*

A. Establishing Selection Criteria Annually

Responsible Staff and Required Action	Timeline (basis)	Documentation / ChildPlus Entry	Follow-Up / Supervisory Review
The Program establishes base priority score categories and criteria, approved by the Policy Council. Priority score criteria come from the results of the Community Assessment and its annual updates.	Annually — Federal; after the annual update (Proposed)	Approved criteria	Policy Council and Governing Body
Changes to the priority score are submitted to the Policy Council and Governing Body for approval. Once approved, the Head Start Application Packet, this procedure, and the priority scores are updated. The Data Manager updates the Selection Criteria setup in ChildPlus to match the approved criteria.	Before the recruitment year — Agency (2017 policy)	Minutes; ChildPlus Selection Criteria setup [verify local configuration]	ERSEA Coordinator verifies ChildPlus scoring matches the approved table.
The Selection Criteria were reviewed and updated in November 2026 under the Program's Corrective Action Plan, reviewed by ERSEA staff and program leadership, and shared with the Policy Council and Governing Body for review and approval. Staff are required to use the updated Selection Criteria when reviewing the waiting list and making enrollment selections, so selection decisions are consistent, equitable, and properly documented.	November 2026 — Agency (Corrective Action Plan)	Selection Criteria; approval minutes	ERSEA Coordinator monitors the selection process monthly.
Where Head Start Preschool-eligible children can enroll in high-quality publicly funded pre-kindergarten for a full school day, the Program prioritizes younger children in the selection criteria, unless this priority would disrupt partnerships with local education agencies. The Program documents annually whether such full-school-day pre-K is available in Gadsden County.	Annually — Federal	Community assessment update	Head Start/Pre-K Director
Agency decision: The Program may consider enrollment of children of staff members as part of the selection criteria. If adopted, it appears in the approved criteria.	If adopted — Federal (optional)	Approved criteria	Policy Council
The Program does not deny enrollment based on a disability or chronic health condition or its severity.	Always — Federal	—	Head Start/Pre-K Director

B. Selection Criteria for Priority Enrollment (2017 table carried forward)

The following selection criteria for priority enrollment are carried forward from the 2017 policy. Items marked for review must be completed or confirmed by the Policy Council before the table is used for 2026–2027 selection.

The Selection Criteria were updated in November 2026 under the Corrective Action Plan. Insert the approved, updated Selection Criteria here to replace the 2017 table below (agency to provide; see Appendix C).

Income	Points	Family/Household Factors	Points
TANF/SSI/Homeless/Foster Care	[Blank in 2017 — Policy Council to set]	Teenage Parent (19 and under)	5 points
< or = to 100% of poverty	[Blank in 2017 — Policy Council to set]	Single Head of Household	5 points
101–130% of poverty	[Blank in 2017 — Policy Council to set]	Foster Parent	2 points
131+% of poverty	0 points	Food Stamps	2 points
		WIC	2 points
Age of Child		Not Receiving Child Support	5 points
0–17 months	2 points	Parent with Disabilities	5 points
18–35 months	3 points	Sibling with Disabilities	5 points
3 years of age	3 points	Five or more children in the home	5 points
4 years of age	4 points	Parent Previously in Head Start	1 point
5 years of age after September 30	5 points	Recently Unemployed	5 points
		Employed and/or going to school	5 points
Special Needs		Parent presently or previously in the military	2 points
Child with IEP/IFSP or Disability	45 points	Parent has less than a GED or high school diploma	5 points

Review points for the Policy Council: (1) Set income point values. (2) The 0–17 month and 18–35 month rows apply only if the Program operates Early Head Start. (3) Confirm the age rows match the federal age requirements in §1302.12(b) and the younger-child priority rule in §1302.14(a)(4). (4) Confirm the weights still reflect the current community assessment.

Note: Any time Head Start is in contact with a family who has a definite need (enrolled or not), we will refer that family to an agency capable of addressing that need.

C. Scoring and the Waiting List

Responsible Staff and Required Action	Timeline (basis)	Documentation / ChildPlus Entry	Follow-Up / Supervisory Review
The Program develops a waiting list at the beginning of each enrollment year and maintains it during the year, ranking children according to the selection criteria. The waiting list is part of the intake and record-keeping system, so vacancies are filled by the child with the greatest demonstrated need in a timely manner.	Beginning of each enrollment year and ongoing — Federal	ChildPlus waiting list ranked by selection score. Application statuses leading up to selection (00–09e) are assigned under §1302.12, Procedure A-1.	ERSEA Coordinator

Responsible Staff and Required Action	Timeline (basis)	Documentation / ChildPlus Entry	Follow-Up / Supervisory Review
The Head Start/Pre-K Director identifies a single point of contact to administer the waiting list. ~~The Family Service Coordinator maintains the Waiting List.~~ [Agency to confirm: Family Service Coordinator (2017) or ERSEA Coordinator (2026–2027 Plan).] This person centrally processes and maintains records of Head Start Application Packets and notifies families placed on the waiting list.	Ongoing — Agency (2017 policy)	Written notice to family; ChildPlus case note	Head Start/Pre-K Director
Income, age, and eligibility are determined before a child is placed on the waiting list. Each application is scored in ChildPlus and the score is checked against the application by a second staff member.	Before placement — Agency (2017 policy); score check (Proposed)	ChildPlus selection score	Family Service Coordinator
When a parent wants to enroll a child and there are no openings, the child is placed on the waiting list. When an opening becomes available, the Program offers it as quickly as possible to the child with the greatest need. Families have the right to accept or decline.	When openings occur — Agency (2017 policy)	ChildPlus offer date and family response	ERSEA Coordinator
The waiting list is maintained for the program year in which the application is received and is purged at the end of each program year. Before purging, families are notified and invited to reapply for the next year.	End of program year — Agency (2017 policy)	ChildPlus application status	ERSEA Coordinator

D. Children Eligible for Services under IDEA

Responsible Staff and Required Action	Timeline (basis)	Documentation / ChildPlus Entry	Follow-Up / Supervisory Review
The Program ensures at least 10 percent of its total actual enrollment ~~total funded enrollment~~ is filled by children eligible for services under IDEA, unless the responsible HHS official grants a waiver.	Ongoing — Federal	ChildPlus Disabilities (IEP/IFSP) data	Education/Disability Coordinator and ERSEA Coordinator review monthly.
Once the 10 percent requirement is met, children eligible for services under IDEA should be prioritized for available slots according to the selection criteria.	Ongoing — Federal	Selection score	—

E. Understanding Barriers to Enrollment

NEW — §1302.14(d)

Responsible Staff and Required Action	Timeline (basis)	Documentation / ChildPlus Entry	Follow-Up / Supervisory Review
ERSEA Coordinator uses community assessment data to identify the population of eligible children and families and potential barriers to enrollment and attendance, including access to transportation for the highest-need families.	Annually with the community assessment update — Federal	Barriers analysis	Head Start/Pre-K Director

Responsible Staff and Required Action	Timeline (basis)	Documentation / ChildPlus Entry	Follow-Up / Supervisory Review
Findings are used in ongoing program improvement (§1302.102(c)) to promote enrollment of the children most in need — for example, adjusting recruitment locations, application methods, or transportation supports.	Annually and as identified — Federal	Improvement plan actions	Head Start/Pre-K Director

Section 4. Monitoring Protocol

NEW SECTION — not in 2017 policy

4.1 Monitoring Protocol Statement

The Program monitors compliance with 45 CFR §1302.14 to verify that selection criteria are current, approved, and based on the community assessment; that every applicant is scored correctly in ChildPlus; that openings go to the highest-ranked eligible child; that at least 10 percent of actual enrollment is children eligible under IDEA; and that barriers to enrollment are analyzed and addressed. Monitoring covers both the existence of records and the accuracy of scoring and selection decisions.

4.2 System of Record — ChildPlus

ChildPlus is the Program's official system of record for this standard. It is used to:

- Selection Criteria setup holds the approved scoring table.
- Application records hold the selection score and waiting list rank.
- Disabilities records show IEP/IFSP status for the 10 percent calculation.
- Offer, acceptance, and decline dates are recorded on the application/enrollment record.

ChildPlus module and screen names below reflect standard ChildPlus functions. Local screen names, field names, and report numbers must be verified against the Program's ChildPlus configuration before this protocol is finalized.

4.3 Internal Monitoring Checklist (ChildPlus-Aligned)

The reviewer completes the checklist for each file or record reviewed. Each row is marked Yes / No / Not Applicable and also records the standard monitoring fields listed in Appendix A (participant or family identifier, program option and site, enrollment date, reviewer, findings, corrective action, responsible staff, due date, date corrected, verification, and supervisor approval). The reviewer checks the quality and completeness of the documentation, not just whether a field has an entry.

Compliance Verification Item	Citation	Required Documentation	ChildPlus Module / Screen
Selection criteria approved this year and based on the community assessment	§1302.14(a)(1)	Minutes; criteria	Selection Criteria setup
ChildPlus scoring matches the approved table	Agency	Criteria vs. setup	Selection Criteria setup
Score on each new enrollee's application is correct	§1302.14(a)	Application; score	Application
Opening offered to highest-ranked eligible child (or documented reason)	§1302.14(c)	Offer record	Waiting list; case notes
IDEA ≥ 10% of actual enrollment	§1302.14(b)(1)	IEP/IFSP documentation	Disabilities

Compliance Verification Item	Citation	Required Documentation	ChildPlus Module / Screen
Barriers-to-enrollment analysis completed	§1302.14(d)	Analysis	N/A

4.4 Required ChildPlus Screens to Review

Screen	Information That Should Be Present	Requirement Supported	Discrepancies to Identify	Follow-Up When Deficient
Selection Criteria (setup)	Approved categories and points	§1302.14(a)	Outdated or mismatched points	Data Manager corrects; ERSEA Coordinator verifies.
Application / waiting list	Score, rank, eligibility date, site	§1302.14(c)	Ineligible or unscored children on the list; out-of-rank selections	Correct score; document reason for any out-of-rank selection.
Disabilities	IEP/IFSP status and dates	§1302.14(b)	Missing IEP/IFSP verification	Education/Disability Coordinator obtains documentation.

4.5 ChildPlus Reporting Schedule

Frequency	ChildPlus Report / Data Source	Monitoring Purpose	Responsible Staff
Weekly	ChildPlus Report 2025 – Enrollment Priority Listing, by site and rank	Ready to fill openings; required before any over-income enrollment	Waiting list point of contact
Monthly	Proposed: IDEA percentage of actual enrollment — [verify ChildPlus report #]; selection audit of new enrollees	Verify 10% and correct selection	ERSEA Coordinator; Education/Disability Coordinator
Quarterly	Proposed: enrolled children by selection category vs. community assessment priorities	Check criteria are working	Head Start/Pre-K Director
Annually	Criteria review; barriers analysis	Approve next year's criteria	Policy Council and Governing Body

Report numbers are not listed until verified in the Program's ChildPlus. Items marked "Proposed" are recommended monitoring reports or saved queries. For each report, the reviewer checks the relevant fields, date ranges, and statuses, resolves discrepancies with the responsible staff member, and records findings on the checklist.

4.6 Monitoring Cadence and File Review Expectations

Weekly

- Waiting list point of contact confirms the list is current before filling openings.

Monthly

- 100% of new enrollees: confirm score and selection order.
- Calculate IDEA percentage.
- Review the waiting list and enrollment selections to verify children are selected according to eligibility requirements, selection priorities, and the updated Selection Criteria; review the documentation supporting each selection decision for accuracy and completeness; record results on the ERSEA monitoring checklist (Corrective Action Plan).

Quarterly

- Compare enrollment by priority category against community assessment priorities.

Annually

- Review and approve criteria; complete the barriers analysis; report to governance.

These review frequencies are agency-established monitoring controls unless a federal requirement specifies otherwise. Immediate health, safety, or other urgent concerns are escalated without waiting for the next scheduled review.

4.7 Accountability by Role

Role	Monitoring Responsibility
Family Service staff	Score applications accurately.
Waiting list point of contact (agency to confirm)	Maintains ranking; makes offers; notifies families.
ERSEA Coordinator (Content Area Lead)	Monthly selection audit and IDEA calculation; report-out.
Education/Disability Coordinator	Verifies IEP/IFSP status.
Data Manager / ChildPlus Administrator (agency to confirm position)	Maintains the Selection Criteria setup.
Head Start/Pre-K Director	Ensures criteria are applied; approves exceptions.
Policy Council and Governing Body	Approve the selection criteria annually.

4.8 Corrective Action Documentation and Escalation

Every deficiency is recorded on the Corrective Action Record (Appendix B) with the finding, the federal or agency requirement, the participant or area affected, date identified, responsible staff, required action, due date, evidence of correction, date of supervisory verification, and status (Open / In Progress / Corrected / Verified / Escalated). Timelines are proportionate to severity. Repeat or unresolved findings trigger supervisory follow-up, root cause analysis, targeted training or technical assistance, increased monitoring frequency, escalation to the Head Start/Pre-K Director, and a documented systemic improvement plan when warranted. Serious health, safety, or other urgent concerns require immediate action. For this standard:

- An out-of-rank selection without documented justification is reviewed by the Director within 5 business days (Proposed).
- IDEA enrollment below 10 percent triggers a targeted recruitment plan with Early Steps, Child Find, and ESE partners.

4.9 Monthly Content Area Report-Out

The Content Area Lead compiles a monthly compliance summary for the Head Start/Pre-K Director that includes the ten report elements listed in Appendix B: records reviewed; number and percentage compliant; findings; corrections completed; open and overdue corrective actions; repeat findings and systemic concerns; training and technical assistance needs; data trends and service gaps; recommendations; and the Corrective Action Plan with responsible staff, deadlines, and verification status. The Director reviews the findings, gives

direction as needed, and ensures accountability for unresolved concerns. Significant or recurring issues are escalated to executive leadership and governance as appropriate. For this standard, the report also includes:

- Applications scored and percentage correct
- Openings filled and percentage filled in rank order
- IDEA percentage of actual enrollment
- Waiting list size by site

§1302.15 Enrollment of Children (including Application Packet, Enrollment Criteria, and Changes in Status)

Policy ID(s)	20005, 207, 212, 214, and 221 (ERSEA) — consolidated
Related Regulations	45 CFR §1302.15; §1302.12(c)–(d) ~~1305.2 b; 1305.8; 1304.51 g; Act 645~~
Revised by	[Agency to complete] — Draft prepared by YData Solutions LLC
Revision Date	Draft — November 2026
Approved by	Policy Council: _____ Governing Body: _____ (2017: Policy Council 7/25/2017; Board 10/24/2017)
Responsibility	Family Service Coordinator; Family Service staff; Program Assistant; Health/Mental Health Coordinator; Education/Disability Coordinator; Head Start/Pre-K Director; ERSEA Coordinator
Timeline	New enrollment begins in February and continues throughout the year; vacancies filled within 30 days
Evaluation	Head Start Application Packet; eligibility scores; acceptance letters; Change in Status Actions; ChildPlus enrollment and vacancy data

Summary of Changes from the 2017 Policy

- Adds §1302.15(g): the Program must regularly examine its enrollment process and streamline it for families.
- Recommends removing 2017 language (212 §2.2(b)) allowing a vacancy to stay unfilled when 30 or fewer days remain. Current §1302.15(a) requires every vacancy to be filled within 30 days.
- Reserved slots not filled in 30 days become vacant and must be filled under §1302.15(a).
- Obsolete citations removed: 1305.2(b) and 1305.8 (Policy 214), 1304.51(g) (Policy 221), and "section 645 of the Improving School Readiness Act of 2007" (now cited as §1302.12(d)).
- 2017 immunization language ("State laws usually require…within 30 days") is replaced with a requirement to follow the applicable Florida immunization requirement, which the agency must cite, plus the federal exception for homeless children.
- Forms tied to voluntary parent activities (Parent Interest Survey, Family Partnership Agreement, Male Involvement Referral Form) are identified as not a condition of enrollment (§1302.15(f)).
- ChildPlus entry timelines are added for enrollment status changes and Change in Status Actions.

Section 1. Exact Federal Performance Standard (Verbatim)

NEW SECTION — verbatim federal text replaces the 2017 paraphrase

§ 1302.15 Enrollment.

(a) Funded enrollment. A program must maintain its funded enrollment level and fill any vacancy as soon as possible. A program must fill any vacancy within 30 days.

(b) Continuity of enrollment.

(1) A program must make efforts to maintain enrollment of eligible children for the following year.

(2) Under exceptional circumstances, a program may maintain a child's enrollment in Head Start Preschool for a third year, provided that family income is verified again. A program may maintain a child's enrollment in Early Head Start as described in § 1302.12(j)(2).

(3) If a program serves homeless children or children in foster care, it must make efforts to maintain the child's enrollment regardless of whether the family or child moves to a different service area, or transition the child to a program in a different service area, as required in § 1302.72(a), according to the family's needs.

(c) Reserved slots. If a program determines from the community assessment there are families experiencing homelessness in the area, or children in foster care that could benefit from services, the program may reserve one or more enrollment slots for pregnant women and children experiencing homelessness and children in foster care, when a vacancy occurs. No more than three percent of a program's funded enrollment slots may be reserved. If the reserved enrollment slot is not filled within 30 days, the enrollment slot becomes vacant and then must be filled in accordance with paragraph (a) of this section.

(d) Other enrollment. Children from diverse economic backgrounds who are funded with other sources, including private pay, are not considered part of a program's eligible funded enrollment.

(e) State immunization enrollment requirements. A program must comply with state immunization enrollment and attendance requirements, with the exception of homeless children as described in § 1302.16(c)(1).

(f) Voluntary parent participation. Parent participation in any program activity is voluntary, including consent for data sharing, and is not required as a condition of the child's enrollment.

(g) User-friendly enrollment process. A program must regularly examine their enrollment processes and implement any identified improvements to streamline the enrollment experience for families.

[81 FR 61412, Sept. 6, 2016, as amended at 89 FR 67808, Aug. 21, 2024]

Source: Electronic Code of Federal Regulations (eCFR), 45 CFR §1302.15, "up to date as of 11/03/2026"; text verified word-for-word against eCFR on November 5, 2026. Federal requirement — not agency-authored.

Section 2. Agency Policy

It is the policy of the Gadsden County Schools Head Start/Prekindergarten program to maintain its funded enrollment level and to fill any vacancy as soon as possible, and in all cases within 30 days. The Program makes efforts to keep eligible children enrolled for the following year and to maintain the enrollment of children experiencing homelessness and children in foster care, even when they move, according to the family's needs.

Eligible children are registered and enrolled to fill available slots so they can take part in the full range of Head Start services. Parent participation in any program activity, including consent for data sharing, is voluntary and is not a condition of enrollment. The Program regularly examines its enrollment process and makes improvements that streamline the experience for families. The Program complies with state immunization enrollment and attendance requirements, except for homeless children as described in §1302.16(c)(1). ChildPlus is the official system of record for enrollment status, vacancies, and changes in status.

Section 3. Detailed Agency Procedures

*Timeline basis: **Federal** = required by 45 CFR; **Agency (2017 policy)** = carried forward from the 2017 policy; **Agency (2026–2027 Recruitment Plan)** = from the agency's plan; **Agency practice (added November 2026)** = current agency practice provided for this update; **Agency (Corrective Action Plan)** = process from the Program's Corrective Action Plan for §1302.12(c)(1); **Proposed** = new agency timeline recommended in this draft for agency confirmation. Agency timelines are not federal requirements.*

A. Enrollment Process

Responsible Staff and Required Action	Timeline (basis)	Documentation / ChildPlus Entry	Follow-Up / Supervisory Review
Family Service staff conduct an in-person interview with each family to the extent possible, help each family complete the enrollment packet, explain each form, and make sure all items are completed. Staff and parents/guardians sign all necessary forms.	At enrollment — Agency (2017 policy)	Signed enrollment packet	Family Service Coordinator
Family Service staff enter information from the completed registration packet into ChildPlus.	Within 2 business days (Proposed)	ChildPlus Family, Child, Health, and Enrollment records	Family Service Coordinator checks the weekly entry list.
Enrollment procedures take into account the number of children with disabilities, including types and severity, and the services and resources provided by other agencies.	Ongoing — Agency (2017 policy)	Disabilities records	Education/Disability Coordinator
The **Family Service Coordinator** assigns accepted children to classrooms/groups as soon as possible, and **Family Service staff** send acceptance letters to eligible families.	As soon as possible — Agency (2017 policy)	Acceptance letter; ChildPlus class assignment	ERSEA Coordinator

B. Application Packet Forms (Policy 207)

The following forms and documents are part of the ERSEA application packet: Head Start Application Packet; Family Rights and Responsibilities; Physical Examination/Assessment; Dental Health records; Parent Interest Survey Form; Family Partnership Agreement; Male Involvement Referral Form; and Returning Child Update.

The following forms are used as needed: Administration of Prescription and Non-Prescription Medication in the School Permission Form; National School Lunch Program Special Diet/Food Allergy Statement; Confidentiality Statement; Participant Referral Form; and WIC Referral Form.

Because parent participation is voluntary (§1302.15(f)), staff tell families that the Parent Interest Survey, Family Partnership Agreement, Male Involvement Referral Form, and any data-sharing consent are optional, and that declining them does not affect enrollment. Health records are collected according to Health Services policies; a missing record does not by itself delay enrollment unless a state requirement applies (see Section D).

C. Enrollment Status (Policy 214)

Responsible Staff and Required Action	Timeline (basis)	Documentation / ChildPlus Entry	Follow-Up / Supervisory Review
Staff change the child's status from Accepted to Enrolled when the child attends the first class or receives the first home visit, or the family receives its first Head Start/Pre-K service.	On the first day of service — Agency (2017 policy)	ChildPlus enrollment status and enrollment date (same day) [verify status names]	ERSEA Coordinator reconciles accepted vs. enrolled weekly.
Acceptance letters are kept in the child's file, and the acceptance date is recorded in ChildPlus.	At acceptance — Agency (2017 policy)	Acceptance letter; ChildPlus	Family Service Coordinator

D. Enrollment Criteria and Immunizations (Policy 212)

Responsible Staff and Required Action	Timeline (basis)	Documentation / ChildPlus Entry	Follow-Up / Supervisory Review
After the Program determines a child is eligible, it makes sure enrollment criteria are met, including immunization records for center-based children. The Health/Mental Health Coordinator records each immunization the child has had (month, day, and year), or obtains a statement of any immunization exemption. Immunization records are kept in ChildPlus and in child files.	At enrollment — Agency (2017 policy)	ChildPlus Health – immunizations; child file	Health/Mental Health Coordinator
The Program complies with state immunization enrollment and attendance requirements, except for homeless children, who may attend for up to 90 days (or as long as state licensing allows) without immunization and other records (§1302.16(c)(1)). ~~Observation of applicable State laws which usually require that children entering center-based preschool programs with complete immunizations prior to or within 30 days after entering to reduce the spread of communicable disease.~~ [Agency to cite the specific Florida immunization requirement that applies to the Program's classrooms.]	At enrollment — Federal / State	Immunization record or exemption	Health/Mental Health Coordinator

E. Continuity of Enrollment and Re-enrollment

Responsible Staff and Required Action	Timeline (basis)	Documentation / ChildPlus Entry	Follow-Up / Supervisory Review
The Program makes efforts to keep eligible children enrolled for the following year. Each child enrolled in Head Start may remain until kindergarten. Returning children complete the Returning Child Update.	Spring re-enrollment — Agency (2017 policy)	Returning Child Update; ChildPlus	Family Service Coordinator
Under exceptional circumstances, the Program may keep a child enrolled in Head Start Preschool for a third year, provided family income is verified again. A child's enrollment in Early Head Start may be maintained as described in §1302.12(j)(2) (if Early Head Start is operated).	At re-enrollment — Federal	New eligibility record; Director's written approval of the exceptional circumstance	Head Start/Pre-K Director
When serving homeless children or children in foster care, the Program makes efforts to keep the child enrolled even if the family or child moves to a different service area, or helps the child transition to a program in the new area as required in §1302.72(a), according to the family's needs.	When a move occurs — Federal	Case notes; transition records	Family Service Coordinator

F. Funded Enrollment, Vacancies, and Reserved Slots

Responsible Staff and Required Action	Timeline (basis)	Documentation / ChildPlus Entry	Follow-Up / Supervisory Review
The Program maintains its funded enrollment level. When a vacancy exists, no more than 30 calendar days may pass before it is filled. ~~The program may elect not to fill a vacancy when 30 calendar days or less remain in the program's enrollment year.~~	Within 30 days — Federal	ChildPlus withdrawal date and new enrollment date for the slot	ERSEA Coordinator tracks days vacant weekly.
If the community assessment shows families experiencing homelessness or children in foster care who could benefit from services, the Program may reserve one or more slots for pregnant women and children experiencing homelessness and children in foster care when a vacancy occurs. No more than 3 percent of funded enrollment slots may be reserved. If a reserved slot is not filled within 30 days, it becomes vacant and must then be filled in accordance with §1302.15(a) ~~within 30 days of vacancy~~.	Reserve up to 30 days, then fill — Federal	Director's written reservation decision; ChildPlus slot tracking	Head Start/Pre-K Director
Children from diverse economic backgrounds funded by other sources, including private pay, are not counted as part of eligible funded enrollment.	Ongoing — Federal	ChildPlus funding source	ERSEA Coordinator

G. Enrollment Priority and Over-Income Families

Responsible Staff and Required Action	Timeline (basis)	Documentation / ChildPlus Entry	Follow-Up / Supervisory Review
The Program uses a uniform priority ranking and assigns points to each child/family, and the waiting list is maintained by those points (see §1302.14). Priority is determined by greatest demonstrated need as shown by the priority score. The first available slot is offered to the family with the greatest need, and the family may accept it or wait for its preferred option/slot.	As openings occur — Agency (2017 policy)	ChildPlus waiting list	Waiting list point of contact
The Program may enroll over-income families in accordance with §1302.12(c)(2) and (d) ~~the "Additional Allowances for Programs" section of Policy ID 20002~~. Once a site has exhausted its waiting list of income-eligible children and has made every effort to recruit all income-eligible children, it may enroll over-income children with special needs on the waiting list by rank, and then other over-income children by rank.	As openings occur — Agency (2017 policy)	ChildPlus eligibility category	Head Start/Pre-K Director

Responsible Staff and Required Action	Timeline (basis)	Documentation / ChildPlus Entry	Follow-Up / Supervisory Review
Children who do not meet a §1302.12(c)(1) criterion may make up no more than 10 percent of enrollment. The Program may enroll up to an additional 35 percent of participants with incomes below 130 percent of poverty only if it meets §1302.12(d)(1) and can report the information in §1302.12(d)(2). ~~When the program has reached 10% over-income it may choose to enroll additional families between 101–130% of poverty as outlined in section 645 of the Improving School Readiness Act of 2007, not to exceed 35% of participants.~~	Ongoing — Federal	ChildPlus category counts; ChildPlus Report 2001 – Management Report – Enrollment	ERSEA Coordinator monitors monthly.
The Program typically does not enroll families with incomes above 300% of the poverty line unless the eligibility score is sufficient. [Agency to confirm this 2017 local rule is still wanted.]	Agency (2017 policy)	—	Head Start/Pre-K Director
When a family is determined to be over-income, the Family Service Coordinator contacts the Program Assistant to request placement. The Program Assistant reviews the status of over-income families to identify enrollment opportunities, and the Head Start/Pre-K Director makes the decision and notifies the Family Service Coordinator. Before signing off, the Director reviews ChildPlus Report 2001 – Management Report – Enrollment for the percentage of enrolled participants at 101–130% and over-income and verifies that recruitment has taken place according to the Recruitment Plan (see §1302.12, Procedure F). Each over-income enrollment also requires the waiting list and selection criteria review (Step A) and the third-party supervisory review with a three-step verification and the Director's signature on the Verification Form (Steps B–C).	Before placement — Agency (2017 policy)	Director's signed approval and ChildPlus Enrollment Note	Head Start/Pre-K Director

H. Change in Status (Policy 221)

Responsible Staff and Required Action	Timeline (basis)	Documentation / ChildPlus Entry	Follow-Up / Supervisory Review
The **Family Service Coordinator** completes and submits a Change in Status Action whenever a child re-enrolls, transfers between classes, transfers between sites/centers, withdraws, or has a legal name change. The action goes to the Program Assistant and the Education/Disability Coordinator, is processed in ChildPlus, and a hard copy is placed in the child's file.	As needed; entered in ChildPlus within 2 business days (Proposed)	Change in Status Action; ChildPlus enrollment history	ERSEA Coordinator reconciles ChildPlus with classroom rosters monthly.
For withdrawals, the withdrawal date and reason are recorded so the 30-day vacancy period can be tracked. A withdrawal is never based on a child's behavior (§1302.17).	At withdrawal	ChildPlus withdrawal date and reason	ERSEA Coordinator

I. User-Friendly Enrollment Process

NEW — §1302.15(g)

Responsible Staff and Required Action	Timeline (basis)	Documentation / ChildPlus Entry	Follow-Up / Supervisory Review
ERSEA Coordinator examines the enrollment process at least annually — using family feedback, time from application to enrollment, the number of documents requested, and staff input — and recommends improvements that streamline the experience for families.	At least annually (Proposed); Federal	Review summary and improvement actions	Head Start/Pre-K Director approves and tracks implementation.

Section 4. Monitoring Protocol

NEW SECTION — not in 2017 policy

4.1 Monitoring Protocol Statement

The Program monitors compliance with 45 CFR §1302.15 to verify that funded enrollment is maintained, every vacancy is filled within 30 days, reserved slots follow the 3 percent and 30-day limits, enrollment status and changes in status are recorded accurately and on time, over-income enrollment stays within federal limits, immunization requirements are applied correctly, and the enrollment process is reviewed for family-friendliness. ChildPlus data are compared with classroom rosters and child files.

4.2 System of Record — ChildPlus

ChildPlus is the Program's official system of record for this standard. It is used to:

- Enrollment status, enrollment date, class/site assignment, and funding source.
- Withdrawal date and reason, used to count days vacant.
- Immunization records (Health).
- Eligibility category counts for over-income limits.

ChildPlus module and screen names below reflect standard ChildPlus functions. Local screen names, field names, and report numbers must be verified against the Program's ChildPlus configuration before this protocol is finalized.

4.3 Internal Monitoring Checklist (ChildPlus-Aligned)

The reviewer completes the checklist for each file or record reviewed. Each row is marked Yes / No / Not Applicable and also records the standard monitoring fields listed in Appendix A (participant or family identifier, program option and site, enrollment date, reviewer, findings, corrective action, responsible staff, due date, date corrected, verification, and supervisor approval). The reviewer checks the quality and completeness of the documentation, not just whether a field has an entry.

Compliance Verification Item	Citation	Required Documentation	ChildPlus Module / Screen
Enrollment packet complete and signed; voluntary forms not required	§1302.15(f); Agency	Packet	Attachments
Entered in ChildPlus within 2 business days	Agency (Proposed)	Entry date	Enrollment
Status changed to Enrolled on first day of service	Agency (2017)	Attendance; status date	Enrollment; Attendance

Compliance Verification Item	Citation	Required Documentation	ChildPlus Module / Screen
Immunization record or exemption on file (homeless exception applied correctly)	§1302.15(e); §1302.16(c)(1)	Record	Health – immunizations
Vacancies filled within 30 days	§1302.15(a)	Withdrawal and fill dates	Enrollment history
Reserved slots ≤ 3% and ≤ 30 days	§1302.15(c)	Reservation record	Enrollment
Third-year enrollment has income re-verified and Director approval	§1302.15(b)(2)	Eligibility record	Eligibility
Change in Status Actions processed and match ChildPlus	Agency (2017)	Form; ChildPlus	Enrollment history

4.4 Required ChildPlus Screens to Review

Screen	Information That Should Be Present	Requirement Supported	Discrepancies to Identify	Follow-Up When Deficient
Enrollment	Status, dates, class, site, funding source	§1302.15(a), (d)	Accepted children never enrolled; mismatches with rosters	Correct status; fill vacancies.
Health – immunizations	Dates or exemption	§1302.15(e)	Missing records past the state deadline	Health/Mental Health Coordinator follows up with the family.
Eligibility	Category for over-income limits; third-year re-verification	§1302.12(c)–(d); §1302.15(b)(2)	Limits exceeded; no re-verification	Director review.
Attachments / case notes	Signed forms; reserved slot decisions	Agency	Missing documents	Obtain and attach.

4.5 ChildPlus Reporting Schedule

Frequency	ChildPlus Report / Data Source	Monitoring Purpose	Responsible Staff
Weekly	Proposed: current vacancies with days vacant; accepted-not-enrolled list — [verify ChildPlus report #]	Fill within 30 days	ERSEA Coordinator
Monthly	Proposed: funded vs. actual enrollment by site — [verify ChildPlus report #]; ChildPlus Report 2001 – Management Report – Enrollment for 101–130% and over-income percentages; Enrollment by Eligibility Category Report (Reports 2001 and 2004); 100% new-enrollee file review	Monthly enrollment reporting	ERSEA Coordinator
Quarterly	Proposed: vacancy duration trends; reserved slot use	Leadership review	Head Start/Pre-K Director
Annually	Enrollment process review (§1302.15(g)); year-end enrollment totals	Improvement and governance report	Director; Policy Council and Governing Body

Report numbers are not listed until verified in the Program's ChildPlus. Items marked "Proposed" are recommended monitoring reports or saved queries. For each report, the reviewer checks the relevant fields, date ranges, and statuses, resolves discrepancies with the responsible staff member, and records findings on the checklist.

4.6 Monitoring Cadence and File Review Expectations

Weekly

- Review vacancies and days vacant; any vacancy at 20 days is escalated to the Director (Proposed).

Monthly

- 100% review of newly enrolled files with the Enrollment Monitoring Checklist; reconcile ChildPlus with classroom rosters; verify prior corrections.

Quarterly

- Analyze vacancy trends by site; review reserved slot use.

Annually

- Complete the user-friendly enrollment review; report results to governance.

These review frequencies are agency-established monitoring controls unless a federal requirement specifies otherwise. Immediate health, safety, or other urgent concerns are escalated without waiting for the next scheduled review.

4.7 Accountability by Role

Role	Monitoring Responsibility
Family Service staff	Complete packets and ChildPlus entry; record status changes.
Program Assistant	Processes Change in Status Actions in ChildPlus.
Health/Mental Health Coordinator	Immunization records and follow-up.
ERSEA Coordinator (Content Area Lead)	Tracks vacancies and limits; monthly monitoring and report-out.
Data Manager / ChildPlus Administrator (agency to confirm position)	Maintains enrollment reports.
Head Start/Pre-K Director	Approves over-income placements, reserved slots, and third-year enrollments; reviews monthly results.
Policy Council and Governing Body	Receive monthly enrollment reports.

4.8 Corrective Action Documentation and Escalation

Every deficiency is recorded on the Corrective Action Record (Appendix B) with the finding, the federal or agency requirement, the participant or area affected, date identified, responsible staff, required action, due date, evidence of correction, date of supervisory verification, and status (Open / In Progress / Corrected / Verified / Escalated). Timelines are proportionate to severity. Repeat or unresolved findings trigger supervisory follow-up, root cause analysis, targeted training or technical assistance, increased monitoring frequency, escalation to the Head Start/Pre-K Director, and a documented systemic improvement plan when warranted. Serious health, safety, or other urgent concerns require immediate action. For this standard:

- A vacancy approaching 30 days is escalated to the Director immediately.
- ChildPlus/roster mismatches are corrected within 2 business days (Proposed).

4.9 Monthly Content Area Report-Out

The Content Area Lead compiles a monthly compliance summary for the Head Start/Pre-K Director that includes the ten report elements listed in Appendix B: records reviewed; number and percentage compliant; findings; corrections completed; open and overdue corrective actions; repeat findings and systemic concerns; training and technical assistance needs; data trends and service gaps; recommendations; and the Corrective Action Plan with responsible staff, deadlines, and verification status. The Director reviews the findings, gives direction as needed, and ensures accountability for unresolved concerns. Significant or recurring issues are escalated to executive leadership and governance as appropriate. For this standard, the report also includes:

- Funded vs. actual enrollment by site
- Vacancies and average days to fill
- New enrollee files reviewed and percentage compliant
- Over-income percentages

§1302.16 Attendance, Absenteeism, and Withdrawal of Children

Policy ID(s)	20006 (ERSEA)
Related Regulations	45 CFR §1302.16; §1302.102(b)–(c)
Revised by	[Agency to complete] — Draft prepared by YData Solutions LLC
Revision Date	Draft — November 2026
Approved by	Policy Council: _____ Governing Body: _____ (2017: Policy Council 7/25/2017; Board 10/24/2017)
Responsibility	Family Service Coordinator; Family Service staff; Teaching Team; ERSEA Coordinator; Head Start/Pre-K Director
Timeline	Throughout the program year and as applicable
Evaluation	Child attendance records; Monthly Average Daily Attendance Report; ChildPlus Attendance; chronic absence list

Summary of Changes from the 2017 Policy

- Adds §1302.16(a)(2)(v): examine barriers to regular attendance, such as transportation, and provide or facilitate transportation where possible.
- Before a slot is treated as vacant, reengagement efforts must include the attendance strategies in §1302.16(a)(2).
- 2017 withdrawal rules (10 consecutive days of unreported absence; attendance below 70% over 30 days) are kept as agency practice, but withdrawal now requires documented reengagement efforts first. Withdrawals may never be based on behavior.
- Internal inconsistencies corrected: family support now starts at the 3rd day of unexplained absence, with a home visit by the 4th day (2017 §5.4(a) said "four or more"); wording changed from "absenteeism falls below 85%" to "attendance falls below 85%"; "Family Coordinator" corrected to "Family Service Coordinator."
- Attendance is entered in ChildPlus daily, and ChildPlus data identify children at risk of chronic absence.

Section 1. Exact Federal Performance Standard (Verbatim)

NEW SECTION — verbatim federal text replaces the 2017 paraphrase

§ 1302.16 Attendance.

(a) Promoting regular attendance. A program must track attendance for each child.

(1) A program must implement a process to ensure children are safe when they do not arrive at school. If a child is unexpectedly absent and a parent has not contacted the program within one hour of program start time, the program must attempt to contact the parent to ensure the child's well-being.

(2) A program must implement strategies to promote attendance. At a minimum, a program must:

(i) Provide information about the benefits of regular attendance;

(ii) Support families to promote the child's regular attendance;

(iii) Conduct a home visit or make other direct contact with a child's parents if a child has multiple unexplained absences (such as two consecutive unexplained absences);

(iv) Within the first 60 days of program operation, and on an ongoing basis thereafter, use individual child attendance data to identify children with patterns of absence that put them at risk of missing ten percent of program days per year and develop appropriate strategies to improve individual attendance among identified children, such as direct contact with parents or intensive case management, as necessary; and

(v) Examine barriers to regular attendance, such as access to safe and reliable transportation, and where possible, provide or facilitate transportation for the child if needed.

(3) If a child ceases to attend, the program must make appropriate efforts to reengage the family to resume attendance, including as described in paragraph (a)(2) of this section. If the child's attendance does not resume, then the program must consider that slot vacant. This action is not considered expulsion as described in § 1302.17.

(b) Managing systematic program attendance issues. If a program's monthly average daily attendance rate falls below 85 percent, the program must analyze the causes of absenteeism to identify any systematic issues that contribute to the program's absentee rate. The program must use this data to make necessary changes in a timely manner as part of ongoing oversight and correction as described in § 1302.102(b) and inform its continuous improvement efforts as described in § 1302.102(c).

(c) Supporting attendance of homeless children.

(1) If a program determines a child is eligible under § 1302.12(c)(1)(iii), it must allow the child to attend for up to 90 days or as long as allowed under state licensing requirements, without immunization and other records, to give the family reasonable time to present these documents. A program must work with families to get children immunized as soon as possible in order to comply with state licensing requirements.

(2) If a child experiencing homelessness is unable to attend classes regularly because the family does not have transportation to and from the program facility, the program must utilize community resources, where possible, to provide transportation for the child.

[81 FR 61412, Sept. 6, 2016, as amended at 89 FR 67808, Aug. 21, 2024]

Source: Electronic Code of Federal Regulations (eCFR), 45 CFR §1302.16, "up to date as of 11/03/2026"; text verified word-for-word against eCFR on November 5, 2026. Federal requirement — not agency-authored.

Section 2. Agency Policy

It is the policy of the Gadsden County Schools Head Start/Prekindergarten program to promote regular attendance for enrolled children. The Program tracks attendance for each child, makes sure children are safe when they do not arrive, supports families in promoting regular attendance, and uses individual and program-wide attendance data to address absences. The Program examines barriers to attendance, such as access to safe and reliable transportation, and where possible provides or facilitates transportation for the child if needed.

When a child stops attending, the Program makes appropriate efforts to reengage the family using the strategies required in §1302.16(a)(2) before treating the slot as vacant. Considering a slot vacant after attendance does not resume is not expulsion. Children experiencing homelessness may attend for up to 90 days, or as long as state licensing allows, without immunization and other records. ChildPlus is the official system of record for daily attendance, absence reasons, follow-up contacts, and the Average Daily Attendance analysis.

Section 3. Detailed Agency Procedures

*Timeline basis: **Federal** = required by 45 CFR; **Agency (2017 policy)** = carried forward from the 2017 policy; **Agency (2026–2027 Recruitment Plan)** = from the agency's plan; **Agency practice (added November 2026)** = current agency practice provided for this update; **Agency (Corrective Action Plan)** = process from the Program's Corrective Action Plan for §1302.12(c)(1); **Proposed** = new agency timeline recommended in this draft for agency confirmation. Agency timelines are not federal requirements.*

A. Informing Families

Responsible Staff and Required Action	Timeline (basis)	Documentation / ChildPlus Entry	Follow-Up / Supervisory Review
Before enrollment, staff inform parents that children are expected to attend regularly and provide information about the benefits of regular attendance. Parents receive a copy of this policy at enrollment. Family Service staff and/or the Teaching Team tell parents to contact the center when the child will be absent.	At enrollment — Federal / Agency (2017 policy)	Signed acknowledgment	Family Service Coordinator
Program Management notifies parents of any facility closings.	As needed — Agency (2017 policy)	Notice	Head Start/Pre-K Director
The Teaching Team and program staff are trained on the absenteeism procedure during the program year.	Annually — Agency (2017 policy)	Training record	Family Service Coordinator

B. Recording Daily Attendance

Responsible Staff and Required Action	Timeline (basis)	Documentation / ChildPlus Entry	Follow-Up / Supervisory Review
The Teaching Team records each child's attendance on the Daily Attendance Record and keeps a weekly roster for each class. Codes: "E" (Entry) in the box for the child's first day; "W" (Withdrawal) in the box for the last day attended. If a child does not arrive on the opening day, the name is left blank. The Teaching Team documents parent communication and the reason for each absence. Attendance and absence reasons are entered in ChildPlus daily.	Daily — Agency (2017 policy); ChildPlus same day (Proposed)	Daily Attendance Record; ChildPlus Attendance [verify absence reason codes]	Family Service Coordinator checks for missing days weekly.

C. Child Safety and Absence Follow-Up

Responsible Staff and Required Action	Timeline (basis)	Documentation / ChildPlus Entry	Follow-Up / Supervisory Review
If a child is unexpectedly absent and the parent has not contacted the program within one hour of program start time, the Teaching Team and/or Family Service staff attempt to contact the parent to make sure the child is safe.	Within 1 hour of start time — Federal	ChildPlus absence reason and contact note	Center lead / Family Service Coordinator
After two consecutive days of unreported absence, the Teaching Team contacts the family by phone, written notice, e-mail, text message, and/or visit.	Day 2 — Federal (example) / Agency (2017 policy)	Contact log	—

Responsible Staff and Required Action	Timeline (basis)	Documentation / ChildPlus Entry	Follow-Up / Supervisory Review
If there is no response on the third consecutive day, the Teaching Team refers the family to Family Service staff for follow-up. Family Service staff document referrals and follow-ups in ChildPlus.	Day 3 — Agency (2017 policy)	ChildPlus Family Services notes	Family Service Coordinator
Family Service staff make a home visit on or before the fourth consecutive day of absence if no information has been obtained, making at least three attempts and documenting each attempt in ChildPlus. When families cannot be reached by phone, staff use other means (postal mail, home visits, e-mail, text, notes sent home, or other methods).	By Day 4 — Agency (2017 policy)	ChildPlus contact attempts	Family Service Coordinator
Once the reason is known, Family Service staff offer to help the parent find a solution. If absences are due to illness or are otherwise well documented, no special action is needed. If absences result from other factors, including temporary family problems, the Program starts family support procedures after three consecutive unexplained absences ~~for all children with four or more consecutive unexcused absences~~, including home visits or other direct contact, emphasizing the benefits of attendance while staying sensitive to family circumstances. Staff ask about transportation and other barriers and, where possible, provide or facilitate transportation.	As identified — Federal / Agency (2017 policy)	ChildPlus Family Services notes; barrier noted	Family Service Coordinator

D. Identifying Patterns of Absence (Chronic Absence)

Responsible Staff and Required Action	Timeline (basis)	Documentation / ChildPlus Entry	Follow-Up / Supervisory Review
Within the first 60 days of program operation, and on an ongoing basis after that, the Program uses individual attendance data to identify children with patterns of absence that put them at risk of missing 10 percent of program days per year, and develops strategies to improve their attendance, such as direct contact with parents or intensive case management.	By day 60, then ongoing — Federal	ChildPlus attendance percentage by child [verify report #]; attendance plan in case notes	ERSEA Coordinator reviews the at-risk list monthly.
Family Service staff communicate with families when a child's attendance falls below 85%.	Monthly — Agency (2017 policy)	Contact note	Family Service Coordinator

E. Reengagement, Vacancy, and Withdrawal

Responsible Staff and Required Action	Timeline (basis)	Documentation / ChildPlus Entry	Follow-Up / Supervisory Review
If a child stops attending, the Program makes appropriate efforts to reengage the family using the strategies in §1302.16(a)(2) (information, family support, home visit or direct contact, individual attendance strategies, and transportation barrier review). If attendance does not resume, the Program considers the slot vacant. This is not expulsion.	Federal	Documented reengagement efforts in ChildPlus	Family Service Coordinator
A child may be withdrawn after ten consecutive days of unreported absence, or for irregular attendance (below 70% over a 30-day period) if every possible step has been taken to assist the family. Withdrawal requires documented reengagement efforts, and the Director or designee reviews the file before withdrawal. Withdrawal is never based on behavior (§1302.17).	Agency (2017 policy)	Withdrawal review note	Head Start/Pre-K Director or designee
A Program Management/parent conference may be held before the decision. The Family Service Coordinator sends written notice stating the reasons for withdrawal. Re-admission is at the Program's discretion. The family may appeal in writing for the child to be placed back in the program. The vacancy is filled within 30 days (§1302.15(a)).	At withdrawal — Agency (2017 policy)	Written notice; appeal; ChildPlus withdrawal date and reason	Head Start/Pre-K Director

F. Program-Wide Attendance (Average Daily Attendance)

Responsible Staff and Required Action	Timeline (basis)	Documentation / ChildPlus Entry	Follow-Up / Supervisory Review
If the monthly average daily attendance rate falls below 85 percent, the Family Service Coordinator, Family Service staff, and the Head Start/Pre-K Director analyze the causes of absenteeism, including each child's pattern and reasons for absence and the number of consecutive absences, to identify systematic issues. The Program uses this data to make timely changes as part of ongoing oversight and correction (§1302.102(b)) and continuous improvement (§1302.102(c); Policy ID 10102 (PMQI) Achieving Program Goals).	Monthly — Federal	ADA analysis; ChildPlus attendance summary	Head Start/Pre-K Director
The Family Service Coordinator completes the Average Daily Attendance (ADA) Monthly Report by the 5th of every month and submits it to Family Service staff and the Head Start/Pre-K Director (and to the Grantee when ADA is below 85%).	By the 5th of each month — Agency (2017 policy)	ADA Monthly Report	Head Start/Pre-K Director

G. Supporting Attendance of Homeless Children

Responsible Staff and Required Action	Timeline (basis)	Documentation / ChildPlus Entry	Follow-Up / Supervisory Review
If a child is eligible because of homelessness, the Program allows the child to attend for up to 90 days, or as long as state licensing allows, without immunization and other records, and works with the family to get the child immunized as soon as possible.	Up to 90 days — Federal	ChildPlus homeless indicator; 90-day tracking date	Health/Mental Health Coordinator
If a child experiencing homelessness cannot attend regularly because the family lacks transportation, the Program uses community resources, where possible, to provide transportation.	As identified — Federal	Case note; resource used	Family Service Coordinator

Section 4. Monitoring Protocol

NEW SECTION — not in 2017 policy

4.1 Monitoring Protocol Statement

The Program monitors compliance with 45 CFR §1302.16 to verify that attendance is recorded daily, children are checked on within one hour when unexpectedly absent, follow-up happens for multiple unexplained absences, children at risk of chronic absence are identified within 60 days and supported, reengagement is documented before any slot is vacated, transportation barriers are examined, ADA is analyzed when below 85 percent, and homeless children's attendance protections are applied.

4.2 System of Record — ChildPlus

ChildPlus is the Program's official system of record for this standard. It is used to:

- Daily attendance and absence reasons.
- Attendance percentages by child, class, and site; ADA.
- Family contacts, home visit attempts, and reengagement notes.
- Withdrawal dates and reasons.

ChildPlus module and screen names below reflect standard ChildPlus functions. Local screen names, field names, and report numbers must be verified against the Program's ChildPlus configuration before this protocol is finalized.

4.3 Internal Monitoring Checklist (ChildPlus-Aligned)

The reviewer completes the checklist for each file or record reviewed. Each row is marked Yes / No / Not Applicable and also records the standard monitoring fields listed in Appendix A (participant or family identifier, program option and site, enrollment date, reviewer, findings, corrective action, responsible staff, due date, date corrected, verification, and supervisor approval). The reviewer checks the quality and completeness of the documentation, not just whether a field has an entry.

Compliance Verification Item	Citation	Required Documentation	ChildPlus Module / Screen
Attendance entered daily in ChildPlus	§1302.16(a)	Daily Attendance Record	Attendance
One-hour safety contact documented	§1302.16(a)(1)	Contact note	Attendance / case notes

Compliance Verification Item	Citation	Required Documentation	ChildPlus Module / Screen
Follow-up after multiple unexplained absences (Day 2–4 steps)	§1302.16(a)(2)(iii)	Contact log; home visit attempts	Family Services notes
At-risk children identified by day 60 with an attendance strategy	§1302.16(a)(2)(iv)	At-risk list; plan	Attendance; case notes
Transportation and other barriers examined	§1302.16(a)(2)(v)	Note	Case notes
Reengagement documented before withdrawal; Director review	§1302.16(a)(3); Agency	Notes; notice	Enrollment; case notes
ADA analysis completed when below 85%	§1302.16(b)	ADA report	Attendance summary
Homeless 90-day protection applied	§1302.16(c)	Records	Health; indicators

4.4 Required ChildPlus Screens to Review

Screen	Information That Should Be Present	Requirement Supported	Discrepancies to Identify	Follow-Up When Deficient
Attendance	Daily entries and reason codes	§1302.16(a)	Missing days; "unknown" reasons	Teaching Team completes; Coordinator follows up.
Family Services / case notes	Contacts, home visits, barriers, strategies	§1302.16(a)(1)–(3)	No contact after multiple absences	Immediate follow-up.
Enrollment	Withdrawal date and reason	§1302.16(a)(3); §1302.17	Withdrawal without reengagement record; behavior-related reasons	Reverse or escalate to the Director.
Health – immunizations	90-day dates for homeless children	§1302.16(c)(1)	Exclusion before 90 days	Correct immediately.

4.5 ChildPlus Reporting Schedule

Frequency	ChildPlus Report / Data Source	Monitoring Purpose	Responsible Staff
Weekly	Proposed: children with 2+ consecutive unexplained absences; missing attendance days — [verify ChildPlus report #]	Trigger follow-up	Family Service Coordinator
Monthly	ADA Monthly Report by the 5th; at-risk (≥10% absent) list — [verify ChildPlus report #]	Program-wide and individual analysis	Family Service Coordinator; ERSEA Coordinator
Quarterly	Proposed: ADA and chronic absence trends by site and class	Identify systematic issues	Head Start/Pre-K Director
Annually	Year-end ADA and chronic absence results	Self-assessment; governance report	Director; Policy Council and Governing Body

Report numbers are not listed until verified in the Program's ChildPlus. Items marked "Proposed" are recommended monitoring reports or saved queries. For each report, the reviewer checks the relevant fields, date ranges, and statuses, resolves discrepancies with the responsible staff member, and records findings on the checklist.

4.6 Monitoring Cadence and File Review Expectations

Weekly

- Review absence follow-up lists; confirm safety contacts; escalate any child-safety concern immediately.

Monthly

- ADA report by the 5th; at-risk list review; 100% review of new enrollees' attendance records for the first month; review all withdrawals for documented reengagement.

Quarterly

- Analyze trends; identify transportation or other systematic barriers.

Annually

- Include results in the self-assessment; report to governance.

These review frequencies are agency-established monitoring controls unless a federal requirement specifies otherwise. Immediate health, safety, or other urgent concerns are escalated without waiting for the next scheduled review.

4.7 Accountability by Role

Role	Monitoring Responsibility
Teaching Team	Records attendance; makes one-hour and Day 2 contacts; refers on Day 3.
Family Service staff	Home visits; barrier review; reengagement; ChildPlus documentation.
Family Service Coordinator	Monitors attendance and follow-up; completes the ADA report.
ERSEA Coordinator (Content Area Lead)	Monthly monitoring and report-out.
Data Manager / ChildPlus Administrator (agency to confirm position)	Maintains attendance reports.
Head Start/Pre-K Director	Reviews ADA analysis and withdrawals; leads systematic corrections.
Policy Council and Governing Body	Receive monthly attendance summaries.

4.8 Corrective Action Documentation and Escalation

Every deficiency is recorded on the Corrective Action Record (Appendix B) with the finding, the federal or agency requirement, the participant or area affected, date identified, responsible staff, required action, due date, evidence of correction, date of supervisory verification, and status (Open / In Progress / Corrected / Verified / Escalated). Timelines are proportionate to severity. Repeat or unresolved findings trigger supervisory follow-up, root cause analysis, targeted training or technical assistance, increased monitoring frequency, escalation to the Head Start/Pre-K Director, and a documented systemic improvement plan when warranted. Serious health, safety, or other urgent concerns require immediate action. For this standard:

- No contact after an unexplained absence where safety is a concern is escalated the same day.
- A withdrawal without documented reengagement is reviewed by the Director before it is finalized.

4.9 Monthly Content Area Report-Out

The Content Area Lead compiles a monthly compliance summary for the Head Start/Pre-K Director that includes the ten report elements listed in Appendix B: records reviewed; number and percentage compliant;

findings; corrections completed; open and overdue corrective actions; repeat findings and systemic concerns; training and technical assistance needs; data trends and service gaps; recommendations; and the Corrective Action Plan with responsible staff, deadlines, and verification status. The Director reviews the findings, gives direction as needed, and ensures accountability for unresolved concerns. Significant or recurring issues are escalated to executive leadership and governance as appropriate. For this standard, the report also includes:

- ADA by site and class
- Children at risk of chronic absence and strategies in place
- Follow-up timeliness
- Withdrawals and vacancies created

§1302.17 Suspension and Expulsion of Children

Policy ID(s)	20007 (ERSEA)
Related Regulations	45 CFR §1302.17; Section 504 of the Rehabilitation Act of 1973; IDEA
Revised by	[Agency to complete] — Draft prepared by YData Solutions LLC
Revision Date	Draft — November 2026
Approved by	Policy Council: _____ Governing Body: _____ (2017: Policy Council 7/25/2017; Board 10/24/2017)
Responsibility	Head Start/Pre-K Director; Mental Health Consultant; Education/Disability Coordinator; Health/Mental Health Coordinator
Timeline	Only when necessary
Evaluation	Documented steps, mental health consultant recommendations, and reentry plans; ChildPlus case notes (2017: blank)

Summary of Changes from the 2017 Policy

- The Program must now "prohibit or severely limit" suspension (2017: "severely limits").
- Temporary suspension is allowed only when a serious safety threat has not been reduced or eliminated by interventions and supports recommended by the mental health consultant, and the program needs time to put more services in place (2017: "by the provision of reasonable modifications").
- If suspension is used, all steps to address the behavior and support reentry must be explored and documented, including consulting the IFSP/IEP agency when applicable.
- The 2017 written plan requirement is no longer in the federal text but is kept as agency practice.
- "Persistent and serious challenging behaviors" becomes "persistent and serious behavioral concerns."
- The School District policy statement is clarified: for Head Start-enrolled children, the Program follows the federal requirements.

Section 1. Exact Federal Performance Standard (Verbatim)

NEW SECTION — verbatim federal text replaces the 2017 paraphrase

§ 1302.17 Suspension and expulsion.

(a) Limitations on suspension.

(1) A program must prohibit or severely limit the use of suspension due to a child's behavior. Such suspensions may only be temporary in nature.

(2) A temporary suspension must be used only as a last resort in extraordinary circumstances where there is a serious safety threat that has not been reduced or eliminated by the provision of interventions and supports recommended by the mental health consultant and the program needs time to put additional appropriate services in place.

(3) Before a program determines whether a temporary suspension is necessary, a program must engage with a mental health consultant, collaborate with the parents, and utilize appropriate community resources—such as behavior coaches, psychologists, other appropriate specialists, or other resources—as needed, to determine no other reasonable option is appropriate.

(4) If a temporary suspension is deemed necessary, a program must help the child return to full participation in all program activities as quickly as possible while ensuring child safety. A program must explore all possible steps and document all steps taken to address the behavior(s) and supports needed to facilitate the child's safe reentry and continued participation in the program. Such steps must include, at a minimum:

(i) Continuing to engage with the parents, mental health consultant, and other appropriate staff, and continuing to utilize appropriate community resources;

(ii) Providing additional program supports and services, including home visits; and,

(iii) Determining whether a referral to a local agency responsible for implementing IDEA is appropriate, or if the child has an individualized family service plan (IFSP) or individualized education program (IEP), consulting with the responsible agency to ensure the child receives the needed support services.

(b) Prohibition on expulsion.

(1) A program cannot expel or unenroll a child from Head Start because of a child's behavior.

(2) When a child exhibits persistent and serious behavioral concerns, a program must explore all possible steps and document all steps taken to address such problems, and facilitate the child's safe participation in the program. Such steps must include, at a minimum, engaging a mental health consultant, considering the appropriateness of providing appropriate services and supports under section 504 of the Rehabilitation Act of 1973 to ensure that the child who satisfies the definition of disability in 29 U.S.C. 705(9)(b) of the Rehabilitation Act is not excluded from the program on the basis of disability, and consulting with the parents and the child's teacher, and:

(i) If the child has an individualized family service plan (IFSP) or individualized education program (IEP), the program must consult with the agency responsible for the IFSP or IEP to ensure the child receives the needed support services; or,

(ii) If the child does not have an IFSP or IEP, the program must collaborate, with parental consent, with the local agency responsible for implementing IDEA to determine the child's eligibility for services.

(3) If, after a program has explored all possible steps and documented all steps taken as described in paragraph (b)(2) of this section, a program, in consultation with the parents, the child's teacher, the agency responsible for implementing IDEA (if applicable), and the mental health consultant, determines that the child's continued enrollment presents a continued serious safety threat to the child or other enrolled children and determines the program is not the most appropriate placement for the child, the program must work with such entities to directly facilitate the transition of the child to a more appropriate placement.

[81 FR 61412, Sept. 6, 2016, as amended at 89 FR 67808, Aug. 21, 2024]

Source: Electronic Code of Federal Regulations (eCFR), 45 CFR §1302.17, "up to date as of 11/03/2026"; text verified word-for-word against eCFR on November 5, 2026. Federal requirement — not agency-authored.

Section 2. Agency Policy

It is the policy of the Gadsden County Schools Head Start/Prekindergarten program to prohibit or severely limit the use of suspension due to a child's behavior, and to prohibit expulsion or unenrollment because of a child's behavior. Any suspension is temporary and used only as a last resort in extraordinary circumstances where there is a serious safety threat that has not been reduced or eliminated by the interventions and supports recommended by the mental health consultant, and the Program needs time to put additional appropriate services in place.

Before considering suspension, and whenever a child shows persistent and serious behavioral concerns, the Program engages a mental health consultant, collaborates with parents, uses community resources, considers Section 504 supports, and works with the agency responsible for IDEA. All steps are documented. Transition to another placement happens only in the limited circumstances set out in §1302.17(b)(3), and the Program directly facilitates that transition. The Program recognizes the School District's policy on Removal, Suspension, and Expulsion of Students; for children enrolled in Head Start, the Program follows the requirements of 45 CFR §1302.17.

Section 3. Detailed Agency Procedures

*Timeline basis: **Federal** = required by 45 CFR; **Agency (2017 policy)** = carried forward from the 2017 policy; **Agency (2026–2027 Recruitment Plan)** = from the agency's plan; **Agency practice (added November 2026)** = current agency practice provided for this update; **Agency (Corrective Action Plan)** = process from the Program's Corrective Action Plan for §1302.12(c)(1); **Proposed** = new agency timeline recommended in this draft for agency confirmation. Agency timelines are not federal requirements.*

A. Before Any Suspension

Responsible Staff and Required Action	Timeline (basis)	Documentation / ChildPlus Entry	Follow-Up / Supervisory Review
Head Start/Pre-K Director ensures the Program engages a mental health consultant, collaborates with the parents, and uses appropriate community resources (behavior coaches, psychologists, other specialists, or other resources) as needed to determine that no other reasonable option is appropriate.	Before any suspension decision — Federal	Consultant recommendations; parent meeting notes; ChildPlus case notes	Head Start/Pre-K Director
Staff implement the interventions and supports the mental health consultant recommends and document whether the safety threat was reduced or eliminated.	Before a suspension decision — Federal	Intervention log	Health/Mental Health Coordinator

B. If a Temporary Suspension Is Necessary

Responsible Staff and Required Action	Timeline (basis)	Documentation / ChildPlus Entry	Follow-Up / Supervisory Review
The Program helps the child return to full participation as quickly as possible while keeping children safe, and explores and documents all steps taken to address the behavior and the supports needed for safe reentry and continued participation, including at a minimum: continuing to engage with parents, the mental health consultant, and other appropriate staff, and community resources; providing additional program supports and services, including home visits; and determining whether a referral to the local IDEA agency is appropriate or, if the child has an IFSP or IEP, consulting with the responsible agency.	During suspension — Federal	Reentry documentation; home visit notes; referral or consultation record	Head Start/Pre-K Director

Responsible Staff and Required Action	Timeline (basis)	Documentation / ChildPlus Entry	Follow-Up / Supervisory Review
Staff develop a written plan documenting the action and the supports needed. (Retained as agency practice.)	Before reentry — Agency (2017 policy)	Written plan	Health/Mental Health Coordinator
Any suspension (date, length, reason, and reentry date) is recorded and reported to the Director the same day.	Same day (Proposed)	ChildPlus case note [verify location]	Head Start/Pre-K Director

C. Prohibition on Expulsion

Responsible Staff and Required Action	Timeline (basis)	Documentation / ChildPlus Entry	Follow-Up / Supervisory Review
The Program does not expel or unenroll a child because of the child's behavior. When a child shows persistent and serious behavioral concerns, the Program explores and documents all possible steps and facilitates the child's safe participation, including at a minimum: engaging a mental health consultant; considering services and supports under Section 504 of the Rehabilitation Act of 1973; consulting with the parents and teacher; and, if the child has an IFSP or IEP, consulting the responsible agency, or if not, collaborating with parental consent with the local IDEA agency to determine eligibility.	When concerns are persistent — Federal	ChildPlus Disabilities / Mental Health and case notes; consent	Head Start/Pre-K Director
If, after all steps are explored and documented, the Program — with the parents, teacher, IDEA agency (if applicable), and mental health consultant — determines the child's continued enrollment presents a continued serious safety threat and the Program is not the most appropriate placement, it works with those entities to directly facilitate the child's transition to a more appropriate placement.	Federal	Transition documentation	Head Start/Pre-K Director

D. School District Policy

Responsible Staff and Required Action	Timeline (basis)	Documentation / ChildPlus Entry	Follow-Up / Supervisory Review
The Program recognizes the School District's policy on Removal, Suspension, and Expulsion of Students. For children enrolled in Head Start, the Program applies the requirements of 45 CFR §1302.17.	Agency (2017 policy)	—	Head Start/Pre-K Director

Section 4. Monitoring Protocol

NEW SECTION — not in 2017 policy

4.1 Monitoring Protocol Statement

The Program monitors compliance with 45 CFR §1302.17 to verify that no child is expelled or unenrolled because of behavior, that any suspension is temporary, used as a last resort, and preceded by documented mental health consultant involvement and recommended interventions, and that reentry steps and IDEA/504 considerations are documented. Every suspension and every behavior-related transition is reviewed individually.

4.2 System of Record — ChildPlus

ChildPlus is the Program's official system of record for this standard. It is used to:

- Case notes record mental health consultant involvement, parent collaboration, and steps taken.
- Disabilities and referral records show IDEA referrals and IFSP/IEP consultations.
- Withdrawal reasons are checked to make sure none is behavior-based.

ChildPlus module and screen names below reflect standard ChildPlus functions. Local screen names, field names, and report numbers must be verified against the Program's ChildPlus configuration before this protocol is finalized.

4.3 Internal Monitoring Checklist (ChildPlus-Aligned)

The reviewer completes the checklist for each file or record reviewed. Each row is marked Yes / No / Not Applicable and also records the standard monitoring fields listed in Appendix A (participant or family identifier, program option and site, enrollment date, reviewer, findings, corrective action, responsible staff, due date, date corrected, verification, and supervisor approval). The reviewer checks the quality and completeness of the documentation, not just whether a field has an entry.

Compliance Verification Item	Citation	Required Documentation	ChildPlus Module / Screen
Mental health consultant engaged before suspension	§1302.17(a)(3)	Consultant notes	Case notes
Recommended interventions tried and documented	§1302.17(a)(2)	Intervention log	Case notes
Suspension temporary; reentry steps documented	§1302.17(a)(1), (a)(4)	Reentry documentation; written plan	Case notes
IDEA referral or IFSP/IEP consultation considered	§1302.17(a)(4)(iii); (b)(2)	Referral/consultation record	Disabilities
No withdrawal coded or explained as behavior-based	§1302.17(b)(1)	Withdrawal reasons	Enrollment

4.4 Required ChildPlus Screens to Review

Screen	Information That Should Be Present	Requirement Supported	Discrepancies to Identify	Follow-Up When Deficient
Case notes (Family Services / Mental Health)	Consultant involvement, parent meetings, steps taken	§1302.17(a)–(b)	Missing consultant involvement	Director review before any further action.
Disabilities / referrals	IDEA referral or IFSP/IEP consultation	§1302.17(a)(4)(iii)	No referral considered	Education/Disability Coordinator follows up.
Enrollment (withdrawal reasons)	Reasons for all withdrawals	§1302.17(b)(1)	Behavior-related withdrawals	Immediate escalation; reinstate as appropriate.

4.5 ChildPlus Reporting Schedule

Frequency	ChildPlus Report / Data Source	Monitoring Purpose	Responsible Staff
Weekly	Suspensions and behavior-support cases in progress (case review)	Make sure supports are in place	Health/Mental Health Coordinator
Monthly	Proposed: withdrawals by reason — [verify ChildPlus report #]	Confirm none is behavior-based	ERSEA Coordinator
Quarterly	Summary of suspensions, transitions, and consultant use	Trends and training needs	Head Start/Pre-K Director
Annually	Year-end suspension/transition summary	Self-assessment; governance	Director; Policy Council and Governing Body

Report numbers are not listed until verified in the Program's ChildPlus. Items marked "Proposed" are recommended monitoring reports or saved queries. For each report, the reviewer checks the relevant fields, date ranges, and statuses, resolves discrepancies with the responsible staff member, and records findings on the checklist.

4.6 Monitoring Cadence and File Review Expectations

Weekly

- Review all active behavior-support cases; any proposed suspension goes to the Director before it happens.

Monthly

- Review all withdrawals for reasons; review every suspension file.

Quarterly

- Review trends; plan staff training in positive behavior support.

Annually

- Report aggregate results (no identifying information) to governance.

These review frequencies are agency-established monitoring controls unless a federal requirement specifies otherwise. Immediate health, safety, or other urgent concerns are escalated without waiting for the next scheduled review.

4.7 Accountability by Role

Role	Monitoring Responsibility
Teaching Team	Implements recommended strategies; documents behavior and supports.
Mental Health Consultant	Assesses and recommends interventions; participates in decisions.
Health/Mental Health Coordinator (Content Area Lead for this standard)	Coordinates supports; monitors cases; reports monthly.
Education/Disability Coordinator	IDEA referrals; IFSP/IEP consultation; Section 504 consideration.
Head Start/Pre-K Director	Approves any temporary suspension; ensures no expulsion.
Policy Council and Governing Body	Receive aggregate reports.

4.8 Corrective Action Documentation and Escalation

Every deficiency is recorded on the Corrective Action Record (Appendix B) with the finding, the federal or agency requirement, the participant or area affected, date identified, responsible staff, required action, due date, evidence of correction, date of supervisory verification, and status (Open / In Progress / Corrected / Verified / Escalated). Timelines are proportionate to severity. Repeat or unresolved findings trigger supervisory follow-up, root cause analysis, targeted training or technical assistance, increased monitoring frequency, escalation to the Head Start/Pre-K Director, and a documented systemic improvement plan when warranted. Serious health, safety, or other urgent concerns require immediate action. For this standard:

- Any suspension without documented consultant involvement, or any behavior-based withdrawal, is escalated to the Director immediately and corrected.

4.9 Monthly Content Area Report-Out

The Content Area Lead compiles a monthly compliance summary for the Head Start/Pre-K Director that includes the ten report elements listed in Appendix B: records reviewed; number and percentage compliant; findings; corrections completed; open and overdue corrective actions; repeat findings and systemic concerns; training and technical assistance needs; data trends and service gaps; recommendations; and the Corrective Action Plan with responsible staff, deadlines, and verification status. The Director reviews the findings, gives direction as needed, and ensures accountability for unresolved concerns. Significant or recurring issues are escalated to executive leadership and governance as appropriate. For this standard, the report also includes:

- Number of behavior-support cases, suspensions, and days suspended
- Consultant involvement rate
- IDEA referrals made
- Any transitions under §1302.17(b)(3)

§1302.18 Policy on Fees

Policy ID(s)	20008 (ERSEA)
Related Regulations	45 CFR §1302.18
Revised by	[Agency to complete] — Draft prepared by YData Solutions LLC
Revision Date	Draft — November 2026
Approved by	Policy Council: _____ Governing Body: _____ (2017: Policy Council 7/25/2017; Board 10/24/2017)
Responsibility	All staff; Head Start/Pre-K Director
Timeline	Ongoing
Evaluation	Family complaints log; review of fee notices and field trip communications (2017: blank)

Summary of Changes from the 2017 Policy

- Adds §1302.18(b), allowable fees: fees may be accepted only for services beyond those funded by Head Start (such as before- or after-hours care), and never as a condition of Head Start enrollment. Fees may be charged to private-pay and non-Head Start families where other funding rules allow.
- 2017 provisions retained: no fees, including for field trips, and parents are not required to provide diapers.

Section 1. Exact Federal Performance Standard (Verbatim)

NEW SECTION — verbatim federal text replaces the 2017 paraphrase

§ 1302.18 Fees.

(a) Policy on fees. A program must not charge eligible families a fee to participate in Head Start, including special events such as field trips, and cannot in any way condition an eligible child's enrollment or participation in the program upon the payment of a fee.

(b) Allowable fees.

(1) A program must only accept a fee from families of enrolled children for services that are in addition to services funded by Head Start, such as child care before or after funded Head Start hours. A program may not condition a Head Start child's enrollment on the ability to pay a fee for additional hours.

(2) In order to support programs serving children from diverse economic backgrounds or using multiple funding sources, a program may charge fees to private pay families and other non-Head Start enrolled families to the extent allowed by any other applicable federal, state or local funding sources.

Source: Electronic Code of Federal Regulations (eCFR), 45 CFR §1302.18, "up to date as of 11/03/2026"; text verified word-for-word against eCFR on November 5, 2026. Federal requirement — not agency-authored.

Section 2. Agency Policy

It is the policy of the Gadsden County Schools Head Start/Prekindergarten program not to charge eligible families a fee to participate in Head Start, including special events such as field trips, and not to condition an eligible child's enrollment or participation on payment of a fee. The Program does not require parents to provide diapers.

The Program accepts a fee from families of enrolled children only for services in addition to those funded by Head Start, such as child care before or after funded Head Start hours, and never conditions a Head Start child's enrollment on the ability to pay for additional hours. Where the Program serves children from diverse economic backgrounds or uses multiple funding sources, it may charge fees to private-pay and other non-Head Start families only as allowed by the other applicable federal, state, or local funding sources.

Section 3. Detailed Agency Procedures

*Timeline basis: **Federal** = required by 45 CFR; **Agency (2017 policy)** = carried forward from the 2017 policy; **Agency (2026–2027 Recruitment Plan)** = from the agency's plan; **Agency practice (added November 2026)** = current agency practice provided for this update; **Agency (Corrective Action Plan)** = process from the Program's Corrective Action Plan for §1302.12(c)(1); **Proposed** = new agency timeline recommended in this draft for agency confirmation. Agency timelines are not federal requirements.*

A. Implementation

Responsible Staff and Required Action	Timeline (basis)	Documentation / ChildPlus Entry	Follow-Up / Supervisory Review
All staff make sure no fee or donation request is presented to Head Start families as required for participation, including for field trips and special events.	Ongoing — Federal	Field trip and event notices state "no cost to Head Start families"	Center lead
If the Program offers services beyond Head Start-funded hours, the **Head Start/Pre-K Director** approves any fee in writing, confirms it is for additional services only, and makes sure families are told in writing that Head Start enrollment does not depend on paying it.	Before any fee is offered — Federal	Written approval; family notice	Head Start/Pre-K Director
If a family reports being asked to pay a fee, the Director reviews it within 5 business days and refunds any improper charge.	Within 5 business days (Proposed)	Complaint log	Head Start/Pre-K Director

Section 4. Monitoring Protocol

NEW SECTION — not in 2017 policy

4.1 Monitoring Protocol Statement

The Program monitors compliance with 45 CFR §1302.18 by reviewing family communications, event notices, and any fee arrangements, and by tracking family complaints, to verify that no Head Start family is charged a fee for participation and that any allowable fee is limited to additional services.

4.2 System of Record — ChildPlus

ChildPlus is the Program's official system of record for this standard. It is used to:

- ChildPlus funding source on enrollment records identifies Head Start-funded vs. other-funded children, so fees are never applied to Head Start-funded participation.
- Fee approvals and notices are kept in the Director's file.

ChildPlus module and screen names below reflect standard ChildPlus functions. Local screen names, field names, and report numbers must be verified against the Program's ChildPlus configuration before this protocol is finalized.

4.3 Internal Monitoring Checklist (ChildPlus-Aligned)

The reviewer completes the checklist for each file or record reviewed. Each row is marked Yes / No / Not Applicable and also records the standard monitoring fields listed in Appendix A (participant or family identifier, program option and site, enrollment date, reviewer, findings, corrective action, responsible staff, due date, date corrected, verification, and supervisor approval). The reviewer checks the quality and completeness of the documentation, not just whether a field has an entry.

Compliance Verification Item	Citation	Required Documentation	ChildPlus Module / Screen
No participation or field-trip fees charged to Head Start families	§1302.18(a)	Notices; complaints log	N/A
Any fee is for additional services only, approved in writing	§1302.18(b)(1)	Approval; notice	Funding source
Private-pay fees consistent with other funding rules	§1302.18(b)(2)	Funding agreements	Funding source

4.4 Required ChildPlus Screens to Review

Screen	Information That Should Be Present	Requirement Supported	Discrepancies to Identify	Follow-Up When Deficient
Enrollment (funding source)	Correct funding source for each child	§1302.18(b)	Head Start-funded child shown as fee-paying	Correct and refund any improper fee.

4.5 ChildPlus Reporting Schedule

Frequency	ChildPlus Report / Data Source	Monitoring Purpose	Responsible Staff
Weekly	Not required for this standard	—	—
Monthly	Review of event and field trip notices; complaints log	Confirm no fees	ERSEA Coordinator
Quarterly	Fee arrangements review (if any)	Confirm allowable	Head Start/Pre-K Director
Annually	Policy review	Self-assessment	Director; Policy Council and Governing Body

Report numbers are not listed until verified in the Program's ChildPlus. Items marked "Proposed" are recommended monitoring reports or saved queries. For each report, the reviewer checks the relevant fields, date ranges, and statuses, resolves discrepancies with the responsible staff member, and records findings on the checklist.

4.6 Monitoring Cadence and File Review Expectations

Weekly

- Not applicable; any fee complaint is handled when received.

Monthly

- Review notices and complaints.

Quarterly

- Review any fee arrangements.

Annually

- Confirm the policy in the self-assessment.

These review frequencies are agency-established monitoring controls unless a federal requirement specifies otherwise. Immediate health, safety, or other urgent concerns are escalated without waiting for the next scheduled review.

4.7 Accountability by Role

Role	Monitoring Responsibility
All staff	Never request fees from Head Start families for participation.
ERSEA Coordinator	Monthly review of notices and complaints.
Head Start/Pre-K Director	Approves any allowable fee; resolves complaints.
Policy Council and Governing Body	Annual policy review.

4.8 Corrective Action Documentation and Escalation

Every deficiency is recorded on the Corrective Action Record (Appendix B) with the finding, the federal or agency requirement, the participant or area affected, date identified, responsible staff, required action, due date, evidence of correction, date of supervisory verification, and status (Open / In Progress / Corrected / Verified / Escalated). Timelines are proportionate to severity. Repeat or unresolved findings trigger supervisory follow-up, root cause analysis, targeted training or technical assistance, increased monitoring frequency, escalation to the Head Start/Pre-K Director, and a documented systemic improvement plan when warranted. Serious health, safety, or other urgent concerns require immediate action. For this standard:

- Any improper fee is refunded and the cause corrected within 5 business days (Proposed).

4.9 Monthly Content Area Report-Out

The Content Area Lead compiles a monthly compliance summary for the Head Start/Pre-K Director that includes the ten report elements listed in Appendix B: records reviewed; number and percentage compliant; findings; corrections completed; open and overdue corrective actions; repeat findings and systemic concerns; training and technical assistance needs; data trends and service gaps; recommendations; and the Corrective Action Plan with responsible staff, deadlines, and verification status. The Director reviews the findings, gives direction as needed, and ensures accountability for unresolved concerns. Significant or recurring issues are escalated to executive leadership and governance as appropriate. For this standard, the report also includes:

- Fee complaints received and resolved
- Any allowable fee arrangements in place

Appendix A. Internal Monitoring Checklist — Standard Fields

NEW

Every ERSEA Internal Monitoring Checklist (Section 4.3 of each policy) records these fields for each file or record reviewed, together with the standard-specific verification items.

Field	Entry
Participant or family identifier	ChildPlus ID (no names on reports shared with governance)
Program option and site	
Date of enrollment	Where applicable
Performance standard citation	For example, §1302.12(i)(1)
Compliance verification item	From Section 4.3
Required documentation	
ChildPlus module or screen	
Compliance status	Yes / No / Not Applicable
Date reviewed	
Reviewer name	
Findings or discrepancies	
Required corrective action	
Assigned responsible staff member	
Corrective action due date	
Date corrected	
Verification of correction	Reviewer initials and date
Supervisor approval	

Appendix B. Corrective Action Record and Monthly Report-Out Elements

NEW

Corrective Action Record — required elements

1. Description of the finding
2. Applicable federal standard or agency requirement
3. Participant or program area affected
4. Date identified
5. Responsible staff member
6. Required corrective action
7. Assigned completion deadline
8. Supporting evidence of correction

9. Date of supervisory verification
10. Final status: Open / In Progress / Corrected / Verified / Escalated

Monthly Content Area Report-Out — required elements

1. Total number of files or records reviewed
2. Number and percentage compliant
3. Findings and deficiencies identified
4. Corrections completed during the reporting period
5. Open and overdue corrective actions
6. Repeat findings and systemic concerns
7. Staff training and technical assistance needs
8. Data trends and identified service gaps
9. Recommendations for improvement
10. Corrective Action Plan, including responsible staff, deadlines, and verification status

Appendix C. Items Requiring Agency Verification or Decision

The following items could not be confirmed from the 2017 policy, the 2026–2027 Recruitment Plan, or federal sources. They are flagged in the text and must be resolved before Policy Council and Governing Body approval.

#	Item	What Is Needed	Section
1	**Position titles**	The 2017 policy uses "Head Start/Pre-K Director" and assigns ERSEA duties to the Family Service Coordinator; the 2026–2027 Plan uses "Program Director" and "ERSEA Coordinator." Confirm current titles and whether the ERSEA Coordinator is the ERSEA Content Area Lead.	All
2	**Data Manager / ChildPlus Administrator**	Neither source names this position. Confirm who maintains ChildPlus reports and data integrity.	All §4
3	**Executive leadership title**	Confirm the executive position above the Director for escalations (for example, the Superintendent or a designee).	All §4
4	**Program options**	Confirm whether the Program operates Early Head Start or only Head Start Preschool (center-based). This affects §1302.12(b), (j); §1302.15(b)(2); the age rows of the points table; and §1302.18 (diapers).	§1302.12, .14, .15
5	**Income point values**	The 2017 table leaves point values blank for TANF/SSI/Homeless/Foster Care, ≤100% of poverty, and 101–130% of poverty. Policy Council must set them.	§1302.14
6	**Excessive housing cost adjustment**	Resolved: adopted for any family above 100% of the poverty line (confirmed by the agency, November 5, 2026).	§1302.12
7	**Children of staff**	Decide whether to include the optional §1302.14(a)(6) priority.	§1302.14
8	**Waiting list point of contact**	Family Service Coordinator (2017) or ERSEA Coordinator (2026–2027 Plan).	§1302.14
9	**Full-school-day public pre-K**	Document annually whether high-quality publicly funded pre-K for a full school day is available in the service area (younger-child priority, §1302.14(a)(4)).	§1302.14
10	**Records retention**	Federal minimum is one year after exit (§1302.12(k)(3)). Confirm whether a longer School District records retention schedule applies.	§1302.12
11	**Florida immunization requirement**	Cite the specific state requirement that applies to the Program's classrooms.	§1302.15
12	**300% of poverty rule**	Confirm whether to keep the 2017 local rule on families above 300% of poverty.	§1302.15
13	**Delegate agency steps**	Confirm whether the 2017 delegate-agency provisions still apply.	§1302.11
14	**Proposed agency timelines**	Confirm or revise every timeline marked "Proposed" (for example, 2-business-day ChildPlus entry and supervisory eligibility review before acceptance).	All §3

#	Item	What Is Needed	Section
15	**ChildPlus configuration**	Verify screen names, field names (referral source, application method, absence reason codes, enrollment statuses), and report numbers; replace each "[verify ChildPlus report #]" with the verified report.	All §4
16	**Cross-reference**	Confirm 2017 Policy ID 10102 (PMQI) Achieving Program Goals is still current.	§1302.16
17	**Recruitment Plan title**	The Plan is titled "Gadsden County Head Start Program." Consider updating it to the corrected agency name.	§1302.13
18	**Approvals**	Add Policy Council and Governing Body approval dates.	All
19	**Interview method (Status 02 Quick Note)**	The Quick Note lists "In Person / Zoom / Other." §1302.12(a) provides for an in-person interview, or a telephone interview if in-person is not possible or convenient. Confirm how video interviews will be documented and treated.	§1302.12 A-1
20	**Proof of age (Status 02 Quick Note)**	The Quick Note lists "Immunization Record," which is not in the 2017 age-verification document list (Procedure C). Align the two lists.	§1302.12 A-1, C
21	**Incomplete statuses 02a and 02d**	Confirm that missing health documents or parent ID do not delay an eligibility determination or selection, and that homeless children are not held for immunization records (§1302.16(c)(1)).	§1302.12 A-1
22	**Status code 09l**	Confirm whether "09l" is correct or should read "09a." It is reproduced as written.	§1302.12 A-1
23	**Two Abandon statuses**	Clarify when to use Status 01d (Abandon, after contact attempts) versus Status 09e (Abandon). Consider adding a minimum time between contact attempts before 01d.	§1302.12 A-1
24	**Designated ERSEA reviewer**	Name the position that completes the Status 02 second ERSEA review, so it lines up with the supervisory review in Procedure E.	§1302.12 A-1, E
25	**Report 2004 title**	The Corrective Action Plan cites ChildPlus Report 2004 for the Enrollment by Eligibility Category Report and over-income file reviews. Add its ChildPlus title.	§1302.12 F, §4
26	**Three-step verification**	The Corrective Action Plan requires "a three-step verification with the director's signature" for over-income applications. This manual describes it as Steps A–C in §1302.12, Procedure F. Confirm the three steps match the Program's Verification Form.	§1302.12 F
27	**Forms named in the Corrective Action Plan**	Attach or reference the current Verification Form, Eligibility Selection Review Form, Selection Criteria Form, ERSEA monitoring checklist, and employee onboarding checklist.	§1302.12, .14
28	**Updated Selection Criteria (November 2026)**	Provide the approved updated Selection Criteria to replace the 2017 points table in §1302.14, Procedure B.	§1302.14
29	**Director title**	The Corrective Action Plan uses "HS Director"; this manual uses "Head Start/Pre-K Director." Confirm one title.	All

#	Item	What Is Needed	Section
30	**Waiting list report number in the Corrective Action Plan**	The Corrective Action Plan lists the current waiting list as "CP Report 2125." The agency confirmed the report is ChildPlus Report 2025 – Enrollment Priority Listing, and this manual uses 2025. Correct the Corrective Action Plan to match.	§1302.12 F; §1302.14
31	**Report 2001 filters**	ChildPlus Report 2001 – Management Report – Enrollment is the Director's source for 101–130% and over-income percentages. Record the filters the Director uses (for example, program term, enrollment status, site) so the review can be repeated the same way.	§1302.12 F; §1302.15 G

Appendix D. Corrective Action Plan Crosswalk — §1302.12(c)(1)

NEW

This crosswalk shows where each action in the Program's Corrective Action Plan is written into these policies and procedures.

Corrective Action Plan Action	Time Frame	Where It Appears in This Manual
Mandatory annual ERSEA refresher training (income eligibility, verification and documentation, eligibility categories, selection priorities, over-income requirements, file documentation); new hires trained within the first month; training records monitored monthly	September 2026	§1302.12 Procedure J; §1302.12 Monitoring 4.3, 4.6, 4.7
Additional supervisory review (third-party review) before enrolling an over-income applicant; bi-weekly ChildPlus review of over-income applicants and verification status	September 2026	§1302.12 Procedure F (Step B); Monitoring 4.5 and 4.6 (bi-weekly)
Monthly report of the number and percentage of children enrolled in each eligibility category (Reports 2001 and 2004), reconciled to the roster; pre-enrollment review of the enrollment report, waiting list, selection criteria, and documentation; bi-weekly data review; quarterly trend review	September 2026 – Monthly	§1302.12 Procedure F (Step B); Monitoring 4.5, 4.6, 4.9; §1302.15 Monitoring
Supervisory review verifies three-step verification, accurate calculations, eligibility or allowable provision, Report 2001 income status, selection priorities, and documentation; three-step verification with the Director's signature	September 2026 – Monthly	§1302.12 Procedure F (Steps B–C); Monitoring 4.3
Waiting list (Report 2025) and selection criteria reviewed before enrolling an over-income applicant; Eligibility Selection Review Form and Selection Criteria Form; monthly file reviews; ERSEA monitoring checklist	September 2026 – Monthly	§1302.12 Procedure F (Step A); §1302.14 Monitoring 4.5, 4.6; §1302.15 Procedure G
Housing Adjustment Calculator required when an applicant is initially over-income and the tool applies; results kept in the eligibility file; monthly review (Report 2004)	December 2026 – Monthly	§1302.12 Procedure D; Monitoring 4.3
Strengthened recruitment of homeless, foster care, and disability populations; monthly monitoring of logs, partnerships, referrals, applications, and enrollment; corrective measures documented	September 2026 – Monthly	§1302.13 Procedures C–D; §1302.13 Monitoring 4.6
Governing Board and Policy Council updates on ERSEA compliance and corrective action progress; agendas and minutes reviewed quarterly	September – December 2026, Quarterly	ERSEA-Wide Provisions — Corrective Action Plan Alignment; §1302.12 Monitoring 4.7
Collaboration with the Program Specialist and T/TA Specialist; recommendations documented; procedures revised; quarterly progress review	September – December 2026, Quarterly	ERSEA-Wide Provisions — Corrective Action Plan Alignment

Corrective Action Plan Action	Time Frame	Where It Appears in This Manual
ChildPlus Consultant training on the Housing Adjustment Calculator; procedure reviewed with staff; monthly file reviews	November 2026	§1302.12 Procedure J; Procedure D; Monitoring 4.7
Selection Criteria reviewed, updated, and approved; staff required to use them; monthly monitoring of selection decisions	November 2026	§1302.14 Procedures A–B; §1302.14 Monitoring 4.6

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 9a

DATE OF SCHOOL BOARD MEETING: November 17, 2026

TITLE OF AGENDA ITEM: Fire Sprinkler Proposal

DIVISION: Facilities

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

PURPOSE AND SUMMARY OF ITEM: This request is for School Board approval and acceptance of the proposal from Phoenix Fire Protection for the replacement of the existing fire pump and haul off the old fire pump at Havana Magnet School in the amount of $32,240.00. This will include the unwiring of existing fire pump and wiring of new fire pump to existing controller. Having a dependable, properly functioning fire pump is essential to protecting the lives of our students, faculty, staff, and visitors, as well as safeguarding school facilities and property. Replacing the existing fire pump is a proactive investment in the school's safety and infrastructure. An aging or unreliable fire pump can increase the risk of system failure during an emergency, potentially compromising the effectiveness of the building's fire protection system. Completing this replacement will help ensure the school has reliable fire protection equipment in place and reduce the likelihood of unexpected equipment failures, emergency repairs, and potential disruptions to school operations.

FUND SOURCE: General

AMOUNT: $32,240.00

PREPARED BY: Brenton Hudson BEH

POSITION: Director of Facilities

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: _____

PHOENIX FIRE PROTECTION

1211 Commercial Park Drive
Tallahassee, FL 32303
850-562-0999

FIRE SPRINKLER PROPOSAL & ACCEPTANCE

Date: 10/19/26

Project: Havana Magnet School
Address: 1210 Kemp Road, Havana, FL 32333

Contact: Brent Hudson
Phone: 850-322-7092
Email: hudsonbre@gcpsmail.com

PFP is pleased to provide you with a proposal to replace the existing fire pump and haul off the old fire pump at the above referenced project.

PATTERSON 5x3 MAC HORIZONTAL SPLIT CASE MOTOR DRIVEN PUMP

- UL-FM APPROVED CLOCKWISE ROTATION
- DESIGN: 500 GPM 91 PSI 210 TDH 3550 RPM
- IMPELLER PATTERN: D-5266
- SUCTION-125# FLG
- DISCHARGE-125# FLG
- 1 – PUMP BASE/COUPLING
- 1 – BASE PLATE, STANDARD
- 1 – COUPLING, STANDARD
- 1 – COUPLING GUARD, STANDARD

MOTOR

- FAC. CHOICE, 40.0 H/P, 3550 RPM,
- 3 PHASE, 60 CYCLE, 460 VOLT
- OPEN DRIPPROOF MOTOR, FRAME-286TS
- ACROSS THE LINE, UL LABELED 1.15SF

PUMP ACCESSORIES

- 1 – 1" AUTOMATIC AIR RELIEF VALVE, 300 LBS
- 1 – SET S/D GAUGES, GLYCERIN 4 300 LBS W/ GAUGE COCKS
- 1 – 3/4" CASING RELIEF VALVE, 175#

ONE STARTUP TRIP INCLUDED (M-F 7AM-3PM)

- ANY OTHER TIMES WILL REQUIRE ADDITIONAL QUOTE

ESTIMATED LEAD TIME – SUBJECT TO CHANGE

- 10-12 WEEKS

INCLUDES UNWIRING OF EXISTING FIRE PUMP AND WIRING OF NEW FIRE PUMP TO EXISTING CONTROLLER

The following items are specifically **excluded** from our proposal:

- Hydraulic Calculations
- Any existing deficiencies with the fire sprinkler system
- Replacement of piping/fittings/valves
- Painting/masking of piping/fittings/valves
- Fire alarm wiring and/or monitoring
- Payment and performance bond

1211 Commercial Park Drive
Tallahassee, FL 32303
850-562-0999

Please note:

1. We must have an executed copy of this proposal or a written contract to proceed with this project.
2. Proposal based upon working regular business hours, no overtime.
3. **This contract has been based on estimates that include the cost of materials at current market rates. Due to the recent material price increases, PFP is concerned that prices of basic fire protection materials may rise to levels that would make it impossible to complete this contract without serious financial hardship or loss to PFP, which would consequently have an adverse effect on our ability to complete and/or warrant the work included. In the event the cost of materials increases by more than 3% over the amount quoted to us between the date of this Contract/Proposal and delivery of products and upon written documentation establishing the extent of the increase, the contract/proposal amount will be equitably adjusted. Such price increases shall be documented through quotes, invoices, or receipts. Owner agrees to pay for these cost increases as billed.**
4. Property management groups that require a vendor registration through Compliance Depot or any comparable program will be required to pay the registration fee.
5. Invoice Type: Invoiced upon completion and to be paid within 30 days if invoice date

Sincerely,

Paul Chavis

Owner/President

$32,240.00

Thirty-Two Thousand Two Hundred Forty Dollars

Note: This Proposal may be withdrawn by us if not accepted within 15 days.

All material is guaranteed to be as specified. All work to be completed in a workmanlike manner according to standard practices. Any alteration of deviation from above specifications involving extra costs will be executed only upon written orders, and will become an extra charge over and above the estimate. All agreements are contingent upon strikes, accidents of delays beyond our control. Owner is to carry fire, tornado and other necessary insurance. Our workers are fully covered by Workmen's Compensation Insurance. Should any amount (s) due hereunder be late or unpaid, you will be responsible for any legal or collection amounts that Phoenix pays towards the collections of such amount (s). Likewise, should any dispute or litigation occur between the parties arising-out-of or relating-to this contract/proposal, the prevailing party will be entitled to recover its attorneys' fees and costs associated with such dispute or litigation.

Acceptance of Proposal - The above prices, specifications and conditions are satisfactory and are accepted. You are authorized to do the work as specified. Payment will be made as outlined above.

Authorized Signature Date

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10a

DATE OF SCHOOL BOARD MEETING: November 17, 2026

TITLE OF AGENDA ITEM: 2026-2027 School Improvement Plans

DIVISION: Academic Services

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

PURPOSE AND SUMMARY OF ITEM:

The purpose of this item is to provide awareness of the School Improvement Plans for 2026-2027 school year. The plans have been developed and aligned with the Florida standards and progress monitoring tools. The plans also explicitly outline requirements for student progression.

*All plans can be reviewed via the link below:

https://drive.google.com/drive/folders/1TQpZRAp6o8TD6FFmqeDYzce1QfqnH0zJ?usp=drive_link

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Allysun Davis AD

POSITION: K-12 Education Director

LR 11/02/26

INSTRUCTIONS TO BE COMPLETED BY PREPARER

__0__Number of ORIGINAL SIGNATURES NEEDED by preparer.

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

Gadsden County Schools

CHATTAHOOCHEE ELEMENTARY SCHL



2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2

C. Demographic Data 11

D. Early Warning Systems 12

II. Needs Assessment/Data Review 15

A. ESSA School, District, State Comparison 16

B. ESSA School-Level Data Review 17

C. ESSA Subgroup Data Review 18

D. Accountability Components by Subgroup 19

E. Grade Level Data Review 22

III. Planning for Improvement 23

IV. Positive Learning Environment 45

V. Title I Requirements (optional) 52

VI. ATSI, TSI and CSI Resource Review 73

VII. Budget to Support Areas of Focus 76

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state’s graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Chattahoochee Elementary School is committed to ensuring that all students have access to diverse high quality educational experiences and authentic learning experiences and are well prepared for their journey to middle school and beyond.

Provide the school's vision statement

Chattahoochee Elementary School envisions a supportive and inclusive community where every student is inspired to grow academically, develop strong character, and prepare for a successful future as a lifelong learner and responsible citizen.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Zola Akins

outleyz@gcpsmail.com

Position Title

Principal

Job Duties and Responsibilities

The principal oversees daily school operations while ensuring a safe, supportive, and academically focused learning environment for all students and staff. The principal establishes high expectations for teaching, learning, behavior, and professionalism while promoting equity and ensuring students have access to appropriate resources and support. Through data analysis, classroom observations, collaboration, and professional development, the principal supports teachers in implementing

effective instructional practices. The principal also promotes positive school culture, student engagement, family involvement, and strong community partnerships. Above all, the principal builds trusting relationships with stakeholders and leads continuous improvement efforts focused on student achievement and overall student success.

Leadership Team Member #2

Employee's Name
Mellany Wiggins

wigginsm@gcpsmail.com

Position Title
Math and Science Instructional Coach

Job Duties and Responsibilities

Provide weekly monitoring and support of mathematics instruction in grades K–5 to ensure alignment with grade-level standards, curriculum expectations, and school improvement goals. Assist the principal with progress monitoring, data analysis, and instructional learning walks to identify strengths, areas for growth, and opportunities to improve mathematics and science instruction. Facilitate and participate in weekly PLCs with teachers to review student data, plan instruction, discuss effective instructional strategies, and address identified student needs. Assist teachers in accessing and utilizing appropriate mathematics and science curriculum resources, intervention materials, and instructional supports. Provide professional learning and job-embedded support in mathematics, science, data analysis, curriculum alignment, instructional strategies, and assessment practices. Collaborate with teachers and school leadership to monitor student progress, strengthen instructional practices, and support continuous school improvement. Additional duties may include assisting with daily school activities and other responsibilities assigned by school administration.

Leadership Team Member #3

Employee's Name
Carolyn Francis

francisc@gcpsmail.com

Position Title
ELA Instructional Coach

Job Duties and Responsibilities

The instructional coach supports the development, implementation, and monitoring of ELA curriculum and standards across grades K–5. The coach analyzes student achievement and

progress-monitoring data to help drive instruction and assists teachers in using data to identify student needs and improve academic outcomes. Responsibilities include modeling effective instructional practices, conducting learning walks, providing feedback, and supporting teachers with goal setting. The instructional coach facilitates PLC meetings to monitor curriculum alignment, student learning, and instructional effectiveness. The coach also provides professional learning, instructional resources, and job-embedded support to strengthen teaching practices and promote continuous improvement in student achievement.

Leadership Team Member #4

Employee's Name
Erica Green

greene@gcpsmail.com

Position Title
Lead Teacher (Primary)

Job Duties and Responsibilities

Manage and support curriculum and instruction for primary grade teachers to ensure alignment with early learning standards and school improvement goals. Review and analyze student achievement and progress-monitoring data to identify trends, areas of need, and opportunities for instructional improvement. Mentor and support team members by promoting collaboration, communication, and professional growth while helping to build and maintain a positive school culture. Assist with shared decision-making regarding school activities, programs, and initiatives. Maintain positive, respectful, and productive relationships with teachers, staff, students, families, administrators, and community stakeholders to support student success and continuous school improvement.

Leadership Team Member #5

Employee's Name
Ruth Hinson

hinsonr@gcpsmail.com

Position Title
Lead Teacher (Primary)

Job Duties and Responsibilities

Manage and support curriculum and instruction for primary grade teachers to ensure alignment with early learning standards and school improvement goals. Review and analyze student achievement and progress-monitoring data to identify trends, areas of need, and opportunities for instructional improvement. Mentor and support team members by promoting collaboration, communication, and

professional growth while helping to build and maintain a positive school culture. Assist with shared decision-making regarding school activities, programs, and initiatives. Maintain positive, respectful, and productive relationships with teachers, staff, students, families, administrators, and community stakeholders to support student success and continuous school improvement.

Leadership Team Member #6

Employee's Name

Position Title

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #7

Employee's Name
Portia LaCount

lacountp@gcpsmail.com

Position Title
Lead Teacher (Special Area & Support Staff)

Job Duties and Responsibilities

Manage and support curriculum and instruction for primary grade teachers to ensure alignment with early learning standards and school improvement goals. Review and analyze student achievement and progress-monitoring data to identify trends, areas of need, and opportunities for instructional improvement. Mentor and support team members by promoting collaboration, communication, and professional growth while helping to build and maintain a positive school culture. Assist with shared decision-making regarding school activities, programs, and initiatives. Maintain positive, respectful, and productive relationships with teachers, staff, students, families, administrators, and community stakeholders to support student success and continuous school improvement.

Leadership Team Member #8

Employee's Name
Sophia Grandison

grandisonso@gcpsmail.com

Position Title
Guidance Counselor

Job Duties and Responsibilities

Job responsibilities include assisting teachers with student initiatives and supporting the academic, behavioral, and social-emotional well-being of all students. Responsibilities also include reviewing and analyzing Early Warning System data to identify students who may need additional support. Provide targeted assistance to identified students through collaboration with teachers, school staff, and families. Maintain consistent communication with parents and guardians to address concerns, connect families with appropriate resources, and monitor student progress. Work collaboratively with the school team to develop and implement interventions that promote student engagement, attendance, positive behavior, and academic success while contributing to a safe, supportive, and positive school environment.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

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

When creating the School Improvement Plan, stakeholder involvement is critical. The process for stakeholder involvement at Chattahoochee Elementary School includes but is not limited to faculty meetings with staff, pre-planning events with staff, surveys (parents, students, and teachers), data review/analysis, and community meetings that involve all stakeholders. Input from all of these entities were gathered and reviewed to assist with development of the SIP. These entities were utilized to gather data and analyze trends that would help to identify strengths, weaknesses, areas of growth, and barriers that need to be addressed within the School Improvement Plan.

Stakeholder involvement is a critical component of the School Improvement Plan (SIP) development process at Chattahoochee Elementary School. The school recognizes that meaningful school improvement requires collaboration, shared responsibility, and input from the individuals who directly impact and are impacted by student achievement. Therefore, the SIP development process intentionally provides multiple opportunities for faculty, staff, students, parents, families, district personnel, and community stakeholders to contribute their perspectives, experiences, and recommendations.
The stakeholder involvement process includes, but is not limited to, faculty and staff meetings, pre-planning activities, professional learning opportunities, parent and family engagement activities, student and staff surveys, parent surveys, community meetings, classroom and schoolwide observations, and the review and analysis of student achievement and school performance data.

These opportunities allow stakeholders to provide feedback regarding instructional practices, student needs, school climate and culture, family engagement, professional development, available resources, and barriers that may affect student success.

During faculty meetings and pre-planning events, staff members were provided opportunities to review school data, discuss areas of strength and concern, identify instructional and operational barriers, and provide recommendations for improvement. Collaborative discussions focused on student achievement, standards mastery, intervention needs, instructional practices, student engagement, attendance, behavior, and other factors that influence academic outcomes. Staff input was used to help identify areas in which the school is demonstrating success as well as areas requiring additional attention, support, and resources.

Surveys were also utilized to gather feedback from parents, students, and teachers. These surveys provided stakeholders with opportunities to share their perceptions of the school's instructional program, communication practices, school climate, student support systems, family engagement, and overall educational experience. The information gathered through these surveys was reviewed in conjunction with quantitative student achievement data to provide a more comprehensive understanding of the school's needs.

Data review and analysis served as another essential component of stakeholder involvement. School leaders and staff examined multiple sources of data, including state assessment results, progress-monitoring data, classroom assessments, intervention data, attendance information, behavioral data, and other available indicators of student performance. Stakeholders analyzed trends across grade levels and student groups to determine areas of strength, identify achievement gaps, and establish priorities for improvement. This collaborative analysis helped ensure that SIP goals and strategies were based on identified needs rather than assumptions.

Community and family meetings provided additional opportunities for stakeholders to participate in the school improvement process. Parents, families, and community members were encouraged to share concerns, identify strengths, provide suggestions, and communicate expectations for the school. Their perspectives are particularly important in developing strategies that strengthen family engagement, improve communication between school and home, and create meaningful partnerships that support student achievement.

The information collected through these various stakeholder-engagement opportunities was compiled, reviewed, and considered when developing the School Improvement Plan. Stakeholder feedback was compared with school performance data to identify common themes, trends, strengths, weaknesses, opportunities for growth, and barriers to student success. This process helped the school establish priorities that are relevant, measurable, and aligned with the academic and social-emotional needs of students.

Stakeholder involvement will continue throughout the implementation of the School Improvement Plan rather than ending once the plan is completed. Faculty, staff, families, students, district personnel, and community partners will have ongoing opportunities to review progress, examine data, provide

feedback, and recommend adjustments to strategies as needed. Progress toward SIP goals will be monitored through regularly scheduled data reviews, leadership and faculty meetings, professional learning communities, surveys, walkthroughs, progress-monitoring assessments, and other appropriate measures.
Chattahoochee Elementary School is committed to maintaining a collaborative, transparent, and continuous improvement process. By intentionally engaging stakeholders in the identification of needs, development of strategies, monitoring of progress, and evaluation of outcomes, the school seeks to build collective ownership of the SIP and ensure that improvement efforts remain focused on increasing student achievement and providing every student with the support necessary to succeed.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

Monitoring of the SIP for its effectiveness and impact on increasing student achievement will begin with the school's leadership team. The team will follow a step-by-step process to ensure that the school is meeting targets and achieving goals that were set within the SIP. In addition, monitoring will take place at the beginning of the year, mid-year, and at the end of the school year. A review process will be used to monitor progress of the school and possible changes that need to be made.

Monitoring the effectiveness and impact of the School Improvement Plan (SIP) on student achievement will begin with the school's leadership team and will remain an ongoing, collaborative process throughout the school year. The leadership team will establish a systematic, step-by-step process to monitor the implementation of SIP strategies, evaluate progress toward established goals, determine whether identified targets are being met, and make timely adjustments when evidence indicates that changes are necessary.
The monitoring process will begin at the start of the school year with a review of the SIP goals, measurable objectives, action steps, performance indicators, timelines, and individuals responsible for implementation. School leaders will ensure that faculty and staff have a clear understanding of the school's priorities and the specific expectations associated with each strategy. This initial review will establish a baseline for measuring progress and will ensure that all stakeholders understand their role in contributing to the successful implementation of the plan.
Progress monitoring will occur at multiple points throughout the school year, including beginning-of-year, mid-year, and end-of-year reviews. Beginning-of-year monitoring will focus on establishing baseline data, reviewing previous-year performance, identifying student needs, and ensuring that

instructional strategies, intervention systems, resources, and professional learning opportunities are aligned with the goals of the SIP. The leadership team will also verify that planned action steps are being implemented with fidelity.

Throughout the school year, ongoing monitoring will occur through leadership team meetings, Professional Learning Communities (PLCs), classroom walkthroughs, observations, instructional reviews, student work analysis, intervention reviews, and regularly scheduled data discussions. Multiple sources of evidence will be examined to determine whether students are making expected progress toward mastery of grade-level standards. Data may include state assessment results, FAST progress-monitoring data, benchmark assessments, classroom assessments, intervention data, attendance, behavior, and other relevant measures of student performance.

The mid-year review will provide an opportunity for the leadership team and staff to conduct a more comprehensive analysis of progress toward SIP goals. During this review, the team will compare current student performance with established baseline data and interim targets. The team will identify strategies that are producing positive results, determine which areas require additional attention, and examine whether specific student groups or grade levels require additional support. If progress toward a goal is below expectations, the team will identify possible contributing factors and develop specific corrective actions.

The monitoring process will emphasize the use of data to determine whether instructional and intervention strategies are having the intended impact. Rather than simply documenting whether an activity occurred, the school will evaluate whether the strategy resulted in improved student outcomes. This approach will allow the leadership team to distinguish between implementation and effectiveness and will support more informed decision-making throughout the school year.

When data indicate that a strategy is not producing the desired results, the school will use a continuous improvement process to determine what adjustments are needed. Possible adjustments may include providing additional professional learning, increasing instructional support, modifying intervention groups, providing targeted tutoring or remediation, adjusting instructional pacing, increasing opportunities for student practice, strengthening progress monitoring, or reallocating resources to address identified needs. Changes will be based on evidence and will be communicated to the appropriate stakeholders.

At the end of the school year, the leadership team will conduct a comprehensive evaluation of the SIP to determine the overall effectiveness and impact of the plan. Final student achievement data will be compared with baseline data and established targets to determine the degree of progress made toward each goal. The team will identify goals that were met, goals that demonstrated progress but were not fully achieved, and areas in which additional improvement is needed.

The end-of-year review will also consider the effectiveness of individual strategies and action steps. Successful practices will be identified for continued implementation and potential expansion, while strategies that did not produce the expected outcomes will be reviewed and revised. Findings from the end-of-year evaluation will provide important information for the development of the following

year's School Improvement Plan.

Monitoring of the SIP will therefore be viewed as a continuous cycle of **planning, implementation, monitoring, data analysis, reflection, adjustment, and evaluation**. This process will promote accountability while ensuring that the SIP remains a living document that responds to student needs and current performance data. Through consistent monitoring and collaborative review, Chattahoochee Elementary School will remain focused on improving instructional practices, addressing barriers to learning, increasing student achievement, and ensuring that all students receive the support necessary to meet or exceed established academic expectations.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **PK-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2025-26: B** **2024-25: D** **2023-24: D** **2022-23: C** **2021-22: C**

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	
School Enrollment	25	28	23	29	22	16				143
Absent 10% or more school days	7	7	2	7	2	3				28
One or more suspensions	1	3	0	3	2	4				13
Course failure in English Language Arts (ELA)	1	3	1	2	0	0				7
Course failure in Math	1	2	2	7	0	0				12
Level 1 on statewide ELA assessment	0	0	0	4	3	2				9
Level 1 on statewide Math assessment	0	0	0	0	2	4				6
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	1	4	2	11	4	6				28
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0	0	0				0

Current Year 2026-27

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	3	6	3	6	3	4				25

Current Year 2026-27

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

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

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	25	27	30	26	14	20				142
Absent 10% or more school days	13	7	9	3	1	5				38
One or more suspensions	1			6	2	4				13
Course failure in English Language Arts (ELA)		3	4	4	1					12
Course failure in Math		3	4	1	1					9
Level 1 on statewide ELA assessment	5	8	10	8	9	9				49
Level 1 on statewide Math assessment	7	6	16	4	8	8				49
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	14	12	11	19						56
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	11	7	11	9	4	4				46

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	3	5	1	1						10
Students retained two or more times				1		1				2

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

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

A. ESSA School, District, State Comparison

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

Data for 2025-26 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	48	40	62	25	33	59	28	30	57
Grade 3 ELA Achievement	48	39	61	35	35	59	25	36	58
ELA Learning Gains	71	54	63	36	47	60	56	52	60
ELA Lowest 25th Percentile		68	58		63	56		64	57
Math Achievement*	69	57	66	42	42	64	30	39	62
Math Learning Gains	75	64	64	50	51	63	38	57	62
Math Lowest 25th Percentile		59	50		55	51		63	52
Science Achievement	45	35	62	10	23	58	13	8	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					55	63		52	61

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

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

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

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

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	59%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	356
Total Components for the FPPI	6
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	**2024-25**	**2023-24**	**2022-23**	**2021-22**	**2020-21****	**2019-20***
59%	33%	32%	32%	50%	54%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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%
Black/African American Students	56%	No		
Economically Disadvantaged Students	65%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	48%	48%	71%		69%	75%		45%					
Black/African American Students	43%	43%	69%		67%	73%		40%					
Economically Disadvantaged Students	51%	53%	68%		74%	79%							

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	25%	35%	36%		42%	50%		10%					
Black/African American Students	21%	33%	35%		41%	50%		5%					
Economically Disadvantaged Students	23%	30%	34%		43%	51%		11%					

	2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	28%	25%	56%		30%	38%		13%					
Students With Disabilities	10%				0%								
Black/African American Students	27%	23%	57%		27%	40%		8%					
Economically Disadvantaged Students	29%	25%	59%		31%	38%		14%					

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

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

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

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	45%	43%	2%	60%	-15%
ELA	4	48%	41%	7%	60%	-12%
ELA	5	40%	34%	6%	61%	-21%
Math	3	66%	61%	5%	66%	0%
Math	4	71%	48%	23%	65%	6%
Math	5	47%	38%	9%	62%	-15%
Science	5	40%	27%	13%	60%	-20%

III. Planning for Improvement

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

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

Most Improvement

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

The data component showing the most improvement over the course of the school year was Mathematics and Science. In the previous year, there was no school math coach, however the Professional Learning Community Outline was established to include strategies and regular data analysis on a monthly basis. A thorough skill review revealed skills that were covered and those that needed to be covered. In addition, I was able to hire a highly qualified Math instructor for grades 3-5 that also served as the Math Instructional Coach part time. This year, the school will have a full time Math and Science Coach.

The data component that demonstrated the most significant improvement over the course of the school year was Mathematics and Science. This growth can be attributed to a more intentional focus on standards-based instruction, collaborative planning, ongoing data analysis, targeted professional support, and the identification of specific student learning needs. The school recognized that continued improvement in these content areas required a systematic approach to identifying gaps in student understanding and providing teachers with the resources and support necessary to address those gaps.

During the previous school year, Chattahoochee Elementary School did not have a dedicated mathematics instructional coach. Despite the absence of a full-time math coach, the school leadership team established a structured Professional Learning Community (PLC) Outline designed to strengthen instructional practices and provide teachers with consistent opportunities to analyze student performance. PLC meetings incorporated regular data analysis, collaborative planning, standards review, and discussion of instructional strategies. These meetings were conducted on a monthly basis and provided teachers with opportunities to examine student work, identify areas of strength and weakness, and determine appropriate next steps for instruction.

A thorough review of student performance and academic skills was also conducted to determine which standards and skills had been adequately addressed and which required additional instructional attention. This skill-by-skill review allowed teachers and school leaders to identify learning gaps that may have otherwise gone unnoticed. The information was used to prioritize standards, adjust instructional plans, provide additional opportunities for remediation and reinforcement, and ensure that instruction remained aligned to student needs.

Another important factor contributing to the improvement in Mathematics was the hiring of a highly qualified Mathematics instructor for grades 3–5. In addition to providing direct mathematics instruction, this teacher served part-time as a Math Instructional Coach. This dual role provided valuable support to both students and teachers. The instructional coaching component allowed for collaborative planning, examination of student data, modeling of effective instructional practices, discussion of standards and benchmarks, and identification of strategies to address areas of student difficulty. Teachers benefited from having access to an individual with specific mathematics expertise who could provide guidance and support based on classroom needs and student performance data.
The school's approach also emphasized the importance of using assessment information to drive instruction rather than relying solely on end-of-year assessment results. Teachers were encouraged to use classroom assessments, benchmark data, progress-monitoring results, student work, and other available measures to determine whether students were mastering the standards being taught. When data indicated that students had not yet demonstrated mastery, teachers were able to revisit concepts, provide additional practice, adjust instructional strategies, and utilize intervention opportunities to address identified deficiencies.
The improvement in Science was also supported by increased attention to standards alignment, instructional planning, collaborative discussions, and the use of student performance data. Teachers were encouraged to identify essential standards and skills, monitor student understanding throughout instruction, and provide opportunities for students to apply content through problem-solving, inquiry, academic discussion, and evidence-based learning activities. The integration of data analysis into the PLC process helped staff identify science concepts requiring additional reinforcement and supported more intentional instructional planning.
Building upon the progress made during the previous school year, Chattahoochee Elementary School will have a full-time Mathematics and Science Instructional Coach during the current school year. This additional level of support is expected to strengthen the school's capacity to sustain and expand academic gains. The coach will work collaboratively with teachers and administrators to support standards-based planning, analyze student achievement data, facilitate PLC discussions, model effective instructional strategies, support intervention planning, and provide job-embedded professional learning.
The full-time Mathematics and Science Coach will also help ensure greater consistency in the implementation of instructional practices across grade levels. Through classroom support, collaborative planning, data analysis, and instructional feedback, the coach will assist teachers in identifying specific areas where students need additional support and developing targeted strategies to address those needs. The coach will also support vertical alignment to ensure that essential skills and concepts are developed progressively from one grade level to the next.
Moving forward, the school will continue to monitor Mathematics and Science achievement through regular data reviews, PLC meetings, classroom walkthroughs, common assessments, progress-monitoring assessments, student work analysis, and other available measures. The leadership team

will use this information to determine whether students are making expected progress and whether instructional strategies are producing the desired outcomes.
The combination of structured PLCs, regular data analysis, standards and skill reviews, highly qualified instructional personnel, targeted coaching, and the addition of a full-time Mathematics and Science Coach provides Chattahoochee Elementary School with a stronger foundation for continued academic growth. The school will build upon the progress achieved during the previous year while continuing to identify and address learning gaps. The ultimate goal is to sustain the momentum in Mathematics and Science, increase student proficiency and learning gains, strengthen teacher capacity, and ensure that all students receive rigorous, standards-aligned instruction that prepares them for continued academic success.

Lowest Performance

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

The data shows that ELA was the lowest performance areas for grades 3-5. There has been a sharp decline in the reading scores with the school only showing a 28% proficiency rate for grades 3-5. The state achievement level is at a 57%. Reading achievement for 2024-2025 was 25% and 36% in learning gains. Both of these percentages are down for this year showing a decrease in ELA achievement for grades 3-5 and a decrease in learning gains. For the 25-26 school year, ELA scores went up for all grade levels. Overall achievement in ELA was 48 percent with our third graders being at a 45%.

English Language Arts (ELA) was identified as the lowest-performing academic area for students in grades 3–5 and remains a significant priority for continued school improvement efforts. A review of student achievement data revealed a substantial need to strengthen reading instruction, increase student proficiency, and accelerate learning gains. The data indicate that reading achievement has historically been below the state achievement level, demonstrating the need for a comprehensive and sustained approach to improving literacy outcomes for all students.
During the 2024–2025 school year, ELA achievement for grades 3–5 was approximately 25% proficient, with 36% of students demonstrating learning gains. These results indicated that a significant percentage of students were not yet meeting grade-level expectations in reading and that additional support was needed to accelerate academic growth. The data also indicated that while some students were making progress, the rate of growth was not sufficient to close existing achievement gaps.
The initial review of data for the subsequent school year continued to identify ELA as an area of concern. Grades 3–5 demonstrated a 28% proficiency rate, compared with a 57% state achievement level. This performance gap demonstrates that students at Chattahoochee Elementary School were performing considerably below the state level and reinforces the need for focused, evidence-based

literacy improvement strategies. The decline in reading performance and learning gains highlighted the importance of examining the effectiveness of core instruction, intervention practices, instructional pacing, student engagement, and the alignment of instruction to grade-level standards.

However, the school demonstrated positive movement during the 2025–2026 school year, with ELA scores increasing across all grade levels. Overall ELA achievement increased to 48%, representing meaningful improvement from the previous performance level. Third-grade students achieved 45% proficiency, demonstrating progress while also identifying a continued need for targeted support as students transition into the upper elementary grades and encounter increasingly complex reading demands.

Although the improvement in ELA achievement is encouraging, the school recognizes that additional work is necessary to reach and ultimately exceed the state achievement level. The increase in proficiency demonstrates that the strategies implemented during the 2025–2026 school year had a positive impact; however, the achievement gap remains significant. Therefore, the school will build upon successful practices while strengthening areas that require additional attention.

Moving forward, ELA improvement efforts will focus on strengthening Tier I core instruction, ensuring that students receive rigorous, standards-aligned reading instruction every day. Teachers will use assessment data and progress-monitoring information to identify specific standards and reading skills requiring additional instruction. Particular attention will be given to foundational reading skills, vocabulary development, fluency, comprehension, academic language, and students' ability to analyze increasingly complex texts and demonstrate understanding through evidence.

Professional Learning Communities (PLCs) will play an important role in the continued improvement of ELA achievement. Teachers will regularly analyze student performance data, examine student work, identify standards that have and have not been mastered, and develop instructional responses based on identified needs. PLC discussions will focus on the essential question of what students need to learn, how teachers know whether students have learned it, and what instructional adjustments are necessary when students have not yet demonstrated mastery.

The school will also continue to monitor students who require additional academic support through targeted Tier II and Tier III interventions. Intervention groups will be based on specific student needs and will be adjusted as progress-monitoring data indicate. Students will receive additional opportunities for explicit instruction, guided practice, independent application, and frequent feedback. Progress will be monitored regularly to determine whether interventions are producing the desired results.

Another priority will be strengthening the alignment between assessment results and daily instruction. Teachers will use formative assessments, progress-monitoring data, classroom assessments, and other available measures to identify misconceptions and learning gaps before they become long-term deficiencies. Data will be reviewed at the grade level and student level so that instructional decisions can be made based on specific needs rather than broad assumptions about student performance.

The school will also emphasize the importance of increasing student engagement and ownership of

learning. Students will be provided with opportunities to set academic goals, monitor their own progress, discuss their learning, and reflect on areas in which they need additional support. Establishing a culture of high expectations will reinforce the belief that all students can make meaningful academic progress when provided with effective instruction, appropriate intervention, consistent support, and opportunities to practice and apply newly learned skills.
The improvement from 25% achievement in 2024–2025 to 48% overall ELA achievement in 2025–2026 represents an important step forward for Chattahoochee Elementary School. At the same time, the school will not view this growth as the final outcome. Instead, the improvement will serve as a foundation upon which the school will continue to build. The goal is to sustain the progress achieved, accelerate learning for students who remain below proficiency, close achievement gaps, and move overall ELA performance closer to or above the state achievement level.
Through data-driven instruction, standards-based planning, collaborative PLCs, targeted interventions, progress monitoring, professional learning, instructional coaching, and strong leadership oversight, Chattahoochee Elementary School will continue to make ELA improvement a central priority. The school is committed to creating a consistent literacy-focused environment in which every student receives rigorous instruction and the support necessary to become a proficient, confident, and successful reader.

Greatest Decline

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

We showed significant growth in all areas but Science would be an area of concern because of the gap in learning that exist between the grade levels.

Although Chattahoochee Elementary School demonstrated significant growth across multiple academic areas, Science remains an area of concern due to the learning gaps that exist between grade levels. While the overall school data reflect positive movement, the variation in student performance across grade levels indicates that students are not entering each grade with consistent mastery of the prerequisite skills and content knowledge necessary for success.
The greatest concern is not necessarily a decline across all Science performance indicators, but rather the inconsistency in student achievement and the gaps in foundational learning from one grade level to the next. These gaps can make it difficult for teachers to begin instruction at the expected level of rigor because significant instructional time may be required to reteach prerequisite skills and concepts. As students progress through the elementary grades, these unfinished learning gaps can compound and create additional challenges when students encounter more complex science standards and increasingly rigorous academic expectations.
Several factors contributed to the identified Science concerns. One contributing factor was the need for stronger vertical alignment of Science instruction across grade levels. Teachers must have a

shared understanding of the essential knowledge and skills students are expected to master at each grade level and how those skills connect to the standards taught in subsequent grades. When prerequisite concepts are not consistently mastered, students may struggle to demonstrate proficiency on grade-level standards.

Another contributing factor was the need for continued development of standards-based Science instruction and data analysis. Science instruction must extend beyond exposure to content and provide students with consistent opportunities to explain concepts, analyze information, interpret data, conduct investigations, use evidence, and apply scientific reasoning. Continued analysis of student work and assessment data will be necessary to determine the specific standards and skills contributing to performance gaps.

The school also recognizes the importance of providing teachers with additional instructional support. The implementation of a full-time Mathematics and Science Instructional Coach during the current school year will provide an opportunity to strengthen Science instruction across all grade levels. The coach will support teachers with standards alignment, collaborative planning, instructional strategies, assessment development, student work analysis, and the use of data to identify and address learning gaps.

Professional Learning Communities will also be used to monitor Science achievement more intentionally. Grade-level teams will review student performance data, identify standards that require additional attention, examine student work, and develop instructional responses based on identified needs. PLCs will also provide an opportunity to examine vertical alignment and determine whether students are mastering the prerequisite skills necessary for success in the next grade level.

To address the identified gaps, the school will focus on strengthening Tier I Science instruction, providing targeted intervention and remediation when necessary, increasing opportunities for hands-on learning and scientific inquiry, and ensuring that students regularly engage with grade-level texts, vocabulary, data, evidence, and problem-solving tasks. Teachers will use formative assessment and progress-monitoring information to identify misconceptions early and provide additional instruction before learning gaps become more significant.

The school will also establish checkpoints throughout the year to determine whether students are making adequate progress toward mastery of essential Science standards. Beginning-of-year data will be used to establish student needs and identify prerequisite skills requiring reinforcement. Mid-year data will be analyzed to determine whether instructional adjustments are producing the desired results. End-of-year data will be used to evaluate overall progress and identify priorities for the following school year.

While Science is identified as an area of concern, the school recognizes that there is a strong foundation upon which to build. The significant growth demonstrated in other academic areas shows that targeted support, collaborative planning, consistent data analysis, and instructional leadership can positively influence student outcomes. Chattahoochee Elementary School will apply these successful practices to Science while specifically addressing the learning gaps that exist between

grade levels.
The goal is to create a vertically aligned, data-driven Science program in which students enter each grade with the prerequisite knowledge and skills necessary to access grade-level instruction. Through stronger collaboration, instructional coaching, standards alignment, targeted interventions, and continuous monitoring, the school will work to reduce achievement gaps, increase Science proficiency, and ensure that students are prepared for increasingly rigorous Science expectations as they progress through elementary school.

Greatest Gap

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

The data component showing the greatest gap when compared to the state average is science. Our science achievement during the 2025-2026 school year was 48%, which is a 14% gap in performance from the state (62%). In the past, we only taught science in the 5th grade. However, we have started to implement science in the younger grades to build a solid foundation upon entering 5th grade.

The data component showing the greatest gap when compared to the state average is Science. During the 2025–2026 school year, Chattahoochee Elementary School's overall Science achievement was 48%, compared to the state achievement level of 62%. This represents a 14-percentage-point gap between the school's performance and the state average. While the school demonstrated significant growth across multiple academic areas, the Science data indicate that additional attention is needed to strengthen student achievement and ensure that students are developing the foundational knowledge and skills necessary to meet grade-level expectations.
One factor contributing to this achievement gap has been the structure of Science instruction in previous years. Historically, Science instruction was primarily concentrated in 5th grade, which limited students' opportunities to develop scientific knowledge and skills progressively throughout the elementary grades. As a result, students entering 5th grade were often expected to learn new grade-level Science content while simultaneously developing prerequisite knowledge and skills that should have been established during earlier grades. This created learning gaps and placed additional instructional demands on 5th-grade teachers and students.
To address this concern, Chattahoochee Elementary School has begun implementing Science instruction in the younger grades. This change is designed to establish a stronger foundation in Science and provide students with a continuous progression of scientific knowledge and skills from the primary grades through 5th grade. Beginning Science instruction earlier will allow students to encounter scientific concepts repeatedly and with increasing levels of complexity as they progress through each grade level.
The implementation of Science across the younger grades will also provide opportunities for teachers to intentionally build students' scientific vocabulary, inquiry skills, observation skills, critical thinking,

problem-solving abilities, and ability to use evidence to explain their thinking. Rather than treating Science as a subject introduced primarily in 5th grade, the school is working toward creating a vertically aligned Science program in which each grade level contributes to students' long-term academic development.

Professional Learning Communities will support this work by providing teachers with opportunities to examine Science standards, review student performance data, identify prerequisite skills, analyze student work, and develop strategies to address identified gaps. Teachers will collaborate to determine what students should know and be able to do at each grade level and how those skills connect to the expectations students will encounter in subsequent grades.

The addition of a full-time Mathematics and Science Instructional Coach will further strengthen the school's ability to address this achievement gap. The coach will provide teachers with job-embedded support in standards-based planning, instructional strategies, assessment development, data analysis, student work analysis, and vertical alignment. This support will help ensure that Science instruction is implemented consistently and that teachers have the resources and professional support needed to address student misconceptions and unfinished learning.

The school will also increase its use of formative assessment and progress monitoring in Science. Teachers will regularly assess student understanding of essential standards and skills and use the resulting data to determine whether students require additional instruction, reinforcement, or intervention. Student performance will be reviewed at the grade level and across grade levels to identify patterns and ensure that learning gaps are addressed before students advance to more complex content.

Although the current 48% Science achievement rate remains below the state average of 62%, the school has taken important steps to address the underlying instructional and learning gaps. The shift from primarily concentrating Science instruction in 5th grade to providing Science experiences in the younger grades represents a significant change in the school's approach to Science education. The goal is to develop a strong foundation of knowledge and skills over time rather than attempting to address multiple years of unfinished learning in a single grade.

Moving forward, Chattahoochee Elementary School will continue to monitor Science achievement through classroom assessments, progress-monitoring data, student work, PLC data reviews, and state assessment results. The school will evaluate whether the implementation of Science instruction across all grade levels is reducing learning gaps and increasing student proficiency. Continued monitoring will allow school leaders and teachers to identify successful practices, address areas of concern, and make adjustments as needed.

The long-term goal is to close the 14-percentage-point achievement gap with the state, increase Science proficiency, and establish a sustainable K–5 Science instructional program. By providing students with consistent Science instruction throughout their elementary education, strengthening vertical alignment, increasing teacher support, and using data to drive instructional decisions, Chattahoochee Elementary School is positioned to make continued progress toward higher levels of

Science achievement.

EWS Areas of Concern

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

Attendance was a significant concern, with issues including frequent late arrivals and early departures, which impacted students' availability for instruction. In addition, there are 28 students identified as having a substantial reading deficiency with over half of those identified are in grades 3-5.

Attendance is another significant area of concern that has the potential to directly impact student achievement and overall academic progress at Chattahoochee Elementary School. A review of school data and daily attendance patterns identified concerns related to frequent late arrivals and early departures. Although these students may be officially recorded as attending school, repeated tardiness and early checkouts reduce the amount of instructional time students receive. Consistent access to high-quality instruction is especially important for students who are already performing below grade-level expectations or require additional intervention and support.

Frequent late arrivals can result in students missing important components of the instructional block, including the introduction of new standards, explicit teacher modeling, foundational skills instruction, vocabulary development, and opportunities to practice newly learned concepts. Similarly, students who are consistently dismissed early may miss instructional closure, intervention services, small-group instruction, or opportunities to demonstrate mastery. Over time, these missed instructional opportunities can accumulate and contribute to unfinished learning and achievement gaps.

The school will continue to emphasize the importance of regular, on-time attendance and will work collaboratively with families to identify and address barriers that contribute to tardiness and early departures. Attendance data will be monitored regularly by school leadership, and students demonstrating patterns of absenteeism, tardiness, or early checkout will be identified for additional follow-up and support. Communication with families will focus on the connection between consistent attendance, instructional time, academic growth, and student success.

A second significant concern is the number of students identified as having a substantial reading deficiency. Currently, 28 students have been identified as having a substantial reading deficiency, with more than half of these students enrolled in grades 3–5. This concentration in the upper elementary grades is particularly important because students in these grades are expected to transition from learning foundational reading skills to using reading as a tool for accessing increasingly complex content across all subject areas.

Students with substantial reading deficiencies may experience difficulty with decoding, fluency, vocabulary, comprehension, or the ability to independently access grade-level texts. These challenges can affect performance not only in ELA but also in Mathematics, Science, Social Studies, and other content areas where students are expected to read, analyze information, interpret

directions, and demonstrate understanding through written and oral responses.
The school will use a multi-tiered system of support to address the needs of students identified with substantial reading deficiencies. Student performance data will be reviewed to determine each student's specific areas of need, and students will receive targeted instruction and intervention based on those identified needs. Progress monitoring will be conducted regularly to determine whether students are responding to intervention and whether instructional adjustments are necessary.
Particular attention will be given to students in grades 3–5 because of the number of students with identified reading deficiencies at these grade levels. Teachers will collaborate through Professional Learning Communities to examine student data, analyze reading skills, review student work, and identify effective instructional strategies. Intervention groups will be adjusted as students demonstrate growth or as additional needs are identified.
The school will also focus on strengthening core reading instruction so that students receive consistent, explicit, standards-aligned literacy instruction during the regular instructional day. Instruction will emphasize foundational reading skills when needed, as well as fluency, vocabulary, comprehension, text analysis, academic language, and the ability to use evidence from text to support responses. Students will receive multiple opportunities to read, discuss, analyze, and respond to appropriately complex texts.
Addressing attendance and reading deficiencies simultaneously is essential to improving student outcomes. Students cannot fully benefit from intervention and high-quality instruction when they are frequently absent, arrive late, or leave school early. Therefore, the school will monitor attendance and reading progress together when appropriate to identify patterns that may be affecting student achievement.
Chattahoochee Elementary School recognizes that improving attendance and reducing the number of students with substantial reading deficiencies will require collaboration among school leaders, teachers, interventionists, students, families, and community partners. Through consistent monitoring, early identification, targeted intervention, family engagement, and a continued emphasis on instructional time, the school will work to remove barriers that prevent students from reaching their full academic potential.
The ultimate goal is to ensure that students attend school consistently, receive the full benefit of daily instruction, and have timely access to the academic interventions and supports they need. By addressing attendance concerns and strengthening literacy interventions—particularly for students in grades 3–5—the school will create stronger conditions for improving reading achievement, increasing learning gains, and supporting overall student success.

Highest Priorities

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

1. ELA Proficiency
2. Science Proficiency

3. Math Proficiency
4. Attendance

CES goal is to increas profieciency in all academic areas and decrease the percentage of students with attendance issues.

Chattahoochee Elementary School (CES) has identified four priority areas that will guide the school's School Improvement Plan and support the overall goal of increasing student achievement and improving student outcomes. These priorities were identified through a comprehensive review of student achievement data, attendance data, progress-monitoring results, and identified areas of need. The four priority areas are:

1. ELA Proficiency
2. Science Proficiency
3. Mathematics Proficiency
4. Attendance

The overarching goal of Chattahoochee Elementary School is to increase student proficiency across all academic content areas while decreasing the percentage of students experiencing attendance concerns. The school recognizes that academic achievement and consistent attendance are closely connected. Students must be present and engaged in instruction on a regular basis to receive the full benefit of high-quality instruction, intervention, enrichment, and academic support.

ELA Proficiency

Improving ELA proficiency will remain a major priority for CES. The school will focus on strengthening standards-based reading instruction, addressing foundational reading needs, increasing comprehension and vocabulary, and providing targeted interventions for students who are performing below grade level. Particular attention will be given to students with substantial reading deficiencies, especially those in grades 3–5. Student performance will be monitored through classroom assessments, progress monitoring, state assessments, student work, and other available data sources.

Professional Learning Communities will provide teachers with opportunities to analyze reading data, identify specific skill deficits, collaborate on instructional strategies, and monitor student progress. The school will use data to identify students requiring additional support and will adjust intervention and instructional practices based on evidence of student learning.

Science Proficiency

Science has been identified as an important area for continued growth because of the achievement gap between CES and the state. The school will focus on strengthening Science instruction across grade levels and building a stronger foundation of scientific knowledge and skills before students reach 5th grade. Science instruction will be intentionally implemented in the younger grades so that students have opportunities to develop scientific vocabulary, inquiry skills, critical thinking, problem-solving, and the ability to use evidence to explain their thinking.

The school will also emphasize vertical alignment of Science standards and skills to reduce learning gaps between grade levels. PLCs, data analysis, instructional coaching, and classroom support will be used to strengthen Science instruction and monitor student progress toward proficiency.

Mathematics Proficiency

CES will continue to build upon the significant growth demonstrated in Mathematics. The school will maintain a strong focus on standards-based instruction, collaborative planning, skill analysis, intervention, and regular data review. Teachers will use student performance data to identify standards that have been mastered and those requiring additional instruction or reinforcement.

The full-time Mathematics and Science Instructional Coach will provide additional support through collaborative planning, modeling, data analysis, professional learning, and instructional feedback. The goal is not only to maintain the progress already achieved but to continue increasing the percentage of students demonstrating proficiency and learning gains in Mathematics.

Attendance

Improving attendance is also a critical component of the CES School Improvement Plan. Frequent absences, late arrivals, and early departures reduce students' access to instructional time and can negatively affect academic progress. CES will monitor attendance patterns regularly and work with students and families to identify and address barriers that contribute to attendance concerns.

School staff will communicate the importance of consistent, on-time attendance and will use attendance data to identify students who may require additional support. The school will work collaboratively with families and appropriate school and community resources to develop strategies that encourage students to attend school regularly and arrive on time.

Overall CES Goal

The overall goal of Chattahoochee Elementary School is to increase proficiency in ELA, Mathematics, and Science while decreasing the percentage of students experiencing attendance issues. CES will use a continuous improvement approach to monitor progress toward these goals throughout the school year.

Progress will be reviewed through beginning-of-year, mid-year, and end-of-year data reviews, as well as ongoing PLC meetings, classroom walkthroughs, progress monitoring, student work analysis, and leadership team discussions. When data indicate that students or grade levels are not making adequate progress, the school will identify barriers and make timely adjustments to instruction, intervention, professional learning, or other supports.

Through a sustained focus on academic achievement, instructional quality, data-driven decision-making, targeted intervention, professional collaboration, family engagement, and consistent attendance, Chattahoochee Elementary School will work to ensure that every student has the opportunity to achieve at high levels and make meaningful academic growth.

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

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

Area of Focus #1

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

Instructional Practice specifically relating to Math, Science

Area of Focus Description and Rationale

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

Math- Mathematics is an area of need due to a decline in proficiency levels over the past three school terms. In the 2022 school year, proficiency for grades 3-5 was 43%, which decreased to 31% in 2023 and further to 30% in 2024. For the 2024-2025 school year math proficiency of grade levels 3-5 is 42% which is a 3% increase and still significantly below the state's proficiency (64%) and the same as the district's proficiency (42%). For 2025-2026 school year, Math profieciency increased to 69%, which is 3% higher than the state which was a 66%. In this instructional area, our goal is to exceed our current percentage by 5% in order to maintain proficiency in the area of Mathematics.

Science- Science is also an area of significant concern due to a sustained decline in proficiency over the past three years. In the 2022 school year, 69% of students demonstrated proficiency. This figure decreased to 55% in 2023 and fell dramatically to only 13% in 2024. For the 2024-2025 school year science declined to 10%. For 2025-2026 school year, Science profieciency increased to 45%, but is still below the state which is a 62%.

Mathematics is an area of focus for Chattahoochee Elementary School because of the significant fluctuations in student proficiency over the past several school years and the need to sustain and build upon the substantial gains achieved during the 2025–2026 school year. Historical data demonstrate that mathematics achievement declined from 43% proficiency in 2022 to 31% in 2023 and 30% in 2024 for students in grades 3–5. During the 2024–2025 school year, mathematics proficiency increased to 42%, representing a 12-percentage-point improvement from the previous year. However, this performance remained below the state proficiency rate of 64% and was equal to the district proficiency rate of 42%.

During the 2025–2026 school year, CES experienced significant improvement in Mathematics, with proficiency increasing to 69%. This represented a substantial gain from the previous year's 42% proficiency rate and placed CES 3 percentage points above the state proficiency rate of 66%. This improvement demonstrates that the instructional strategies, collaborative planning, data analysis,

intervention efforts, and increased focus on mathematics instruction implemented by the school had a positive impact on student achievement.

Although the 2025–2026 results represent significant success, Mathematics remains an area of focus because the school must ensure that these gains are sustained and that students continue to demonstrate mastery of grade-level standards. The school does not want to experience a regression following this significant improvement. Therefore, the goal for Mathematics is to increase the current proficiency rate by an additional 5 percentage points, from 69% to at least 74%, while maintaining the instructional practices that contributed to the previous year's success.

The Mathematics Area of Focus will address students in the relevant tested grade levels, particularly grades 3–5, while strengthening mathematical foundations across the elementary grades. Instruction will emphasize mastery of grade-level standards, conceptual understanding, mathematical reasoning, problem-solving, fluency, and the ability to apply mathematical skills in multiple contexts. Teachers will use ongoing assessment data to identify standards that require additional instruction and provide targeted support to students who have not yet demonstrated mastery.

Professional Learning Communities will continue to serve as an important structure for supporting mathematics achievement. Teachers will regularly analyze student performance data, examine student work, identify instructional gaps, and collaborate to develop strategies to address student needs. The full-time Mathematics and Science Instructional Coach will provide additional support through collaborative planning, modeling, professional learning, data analysis, and instructional feedback.

The rationale for maintaining Mathematics as an Area of Focus is therefore twofold: to sustain the significant achievement gains already made and to increase proficiency beyond the current level. By setting a goal of increasing proficiency by an additional 5 percentage points, CES will continue to challenge students and staff to move beyond improvement toward sustained excellence in Mathematics.

Science – Area of Focus

Science is an area of significant focus for Chattahoochee Elementary School because historical achievement data demonstrate a substantial decline in student proficiency followed by meaningful improvement during the 2025–2026 school year. In 2022, Science proficiency for the applicable tested students was 69%. This percentage declined to 55% in 2023 and decreased dramatically to 13% in 2024. During the 2024–2025 school year, Science proficiency declined further to 10%, demonstrating a significant and urgent need for instructional improvement.

During the 2025–2026 school year, Science proficiency increased substantially to 45%. This represents a 35-percentage-point increase from the previous year's 10% proficiency rate and demonstrates that the school made meaningful progress in addressing Science achievement. However, despite this significant improvement, CES remains below the state proficiency rate of 62%, creating a 17-percentage-point gap between school and state performance.

The Science Area of Focus will address the need to sustain the significant growth achieved while

continuing to close the remaining achievement gap. The data indicate that although students are making progress, additional work is necessary to ensure that students consistently master grade-level Science standards and develop the foundational knowledge and skills needed for success in the upper elementary grades.

One contributing factor to the historical Science performance was that Science instruction was previously concentrated primarily in 5th grade. This limited students' opportunities to develop scientific knowledge, vocabulary, inquiry skills, and conceptual understanding progressively across the elementary grades. Students entering 5th grade often needed to develop prerequisite skills while simultaneously addressing grade-level Science standards. This created learning gaps that made it more difficult for students to access increasingly rigorous content.

To address this concern, CES has begun implementing Science instruction in the younger grades to establish a stronger foundation before students reach 5th grade. The school is moving toward a vertically aligned Science program in which students are exposed to scientific concepts and skills progressively throughout elementary school. This approach will allow students to build knowledge over time rather than attempting to address multiple years of unfinished learning within a single grade level.

The Science Area of Focus will emphasize standards-based instruction, scientific vocabulary, inquiry, critical thinking, problem-solving, analysis of data, use of evidence, and students' ability to explain scientific concepts. Teachers will use formative assessments, student work, classroom assessments, and other available data to identify misconceptions and unfinished learning and provide timely instructional support.

The implementation of a full-time Mathematics and Science Instructional Coach will provide additional support for teachers as the school strengthens Science instruction. The coach will assist with standards alignment, collaborative planning, instructional strategies, assessment practices, data analysis, and vertical alignment across grade levels. PLCs will also provide opportunities for teachers to examine student performance and determine which standards and skills require additional attention.

The rationale for identifying Science as an Area of Focus is based on both the historical achievement data and the current achievement gap. Although the increase from 10% to 45% proficiency represents substantial progress, the current performance remains below the state level of 62%. Therefore, CES must continue its efforts to accelerate Science achievement, sustain the gains made during 2025–2026, and systematically reduce the remaining achievement gap.

Overall Rationale for the Areas of Focus

Mathematics and Science were selected as areas of focus based on a comprehensive review of historical and current student achievement data. Mathematics demonstrated a remarkable turnaround, increasing from 42% proficiency in 2024–2025 to 69% in 2025–2026, exceeding the state rate of 66%. Science also demonstrated substantial growth, increasing from 10% to 45% during the same period. These gains provide evidence that targeted instructional strategies and increased

attention to data can positively influence student outcomes.
However, the school recognizes that improvement must be sustained and accelerated. Mathematics will focus on maintaining its current level of success and increasing proficiency by an additional 5 percentage points. Science will focus on closing the remaining gap between school and state performance while strengthening foundational Science instruction across grade levels.
Through intentional standards-based instruction, collaborative PLCs, data-driven decision-making, instructional coaching, targeted intervention, vertical alignment, and continuous progress monitoring, Chattahoochee Elementary School will continue to build upon its recent academic gains. The ultimate goal is to ensure that students demonstrate sustained mastery of grade-level standards and that the school continues moving toward and beyond state expectations in both Mathematics and Science.

Measurable Outcome

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

Math: 69% of the students in grades 3-5 scored proficiency based on FAST for 2025-2026. By the end of the school year, we will increase the number of students in grades 3-5 scoring at proficiency by 6%. The goal for 2026-2027 for math will be 75%.

Science: 45% of the students in 5th grade scored proficient for the 2025-2026 school year. By the end of the school year, 2026-2027, we will increase the number of students scoring proficiency on grade 5 science to 50%.

During the 2025–2026 school year, 69% of students in grades 3–5 demonstrated proficiency in Mathematics as measured by FAST assessments. This performance represents a strong improvement in mathematics achievement and provides a solid foundation for continued growth.
By the end of the 2026–2027 school year, Chattahoochee Elementary School will increase the percentage of students in grades 3–5 demonstrating Mathematics proficiency from 69% to at least 75%, representing a 6-percentage-point increase from the 2025–2026 baseline. Progress toward this outcome will be monitored through FAST progress-monitoring assessments, classroom assessments, common assessments, student work, and other available measures of student achievement.
The school will monitor progress throughout the year to determine whether students are demonstrating mastery of grade-level Mathematics standards. Grade-level teams and Professional Learning Communities will regularly analyze student performance data, identify standards requiring additional instructional attention, and adjust instruction and interventions based on identified needs. The school will use these data reviews to ensure that students remain on track to meet or exceed the 75% proficiency target.
Science
During the 2025–2026 school year, 45% of fifth-grade students demonstrated proficiency in Science

based on the applicable state assessment. This performance represents significant improvement from the previous year's results; however, it remains below the state proficiency level and demonstrates the continued need to strengthen Science instruction and student mastery of grade-level standards.

By the end of the 2026–2027 school year, Chattahoochee Elementary School will increase the percentage of fifth-grade students demonstrating Science proficiency from 45% to at least 50%, representing a 5-percentage-point increase from the 2025–2026 baseline.

To support this outcome, the school will strengthen Science instruction across the elementary grades so that students develop foundational knowledge and skills before entering fifth grade. Teachers will emphasize standards-based instruction, scientific vocabulary, inquiry, critical thinking, problem-solving, data analysis, and the use of evidence to explain scientific concepts. Professional Learning Communities will regularly review Science data and student work to identify standards and skills requiring additional instruction.

The school's full-time Mathematics and Science Instructional Coach will provide teachers with support in standards alignment, collaborative planning, instructional strategies, assessment practices, and data analysis. Progress toward the 50% proficiency goal will be monitored through classroom assessments, progress-monitoring data, student work, PLC data reviews, and state assessment results.

Summary of Measurable Outcomes

Content Area2025–2026 Baseline2026–2027 TargetExpected Growth

Mathematics – Grades 3–5 | 69% | 75% | +6 percentage points

Science – Grade 5 | 45% | 50% | +5 percentage points

These measurable outcomes provide clear, objective targets for the 2026–2027 School Improvement Plan. Chattahoochee Elementary School will use ongoing progress monitoring and data analysis to determine whether instructional strategies are producing the desired results and will make adjustments as needed to ensure students remain on track toward the established proficiency targets.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Lesson plans, PM 1 and PM 2 data for reading and math, and weekly assessments for math, and science will be closely monitored, along with regular data reviews to track the progress of all students. Ongoing progress monitoring will enable timely interventions in areas of need and provide opportunities for enrichment in areas of strength. Data discussions with teachers will take place weekly during PLC meetings—focused on reading on Wednesdays, and math and science on Thursdays. The instructional coach will lead these PLCs. Additionally, student data chats will be conducted weekly by teachers within the classroom, where individual students' performance on weekly assessments, progress on state assessments (PM1), and students' usage of Edmentum.

Teachers will guide students in understanding their current progress and identifying areas for improvement. Furthermore, classroom walk-throughs and observations will be conducted to support and enhance the progress monitoring process in both Math and Science. Opportunities for enrichment and tutoring will be provided in both areas. Monitoring will occur from both the Zola Akins, the Principal and Mellany Wiggins, Math & Science Instructional Coach.

The implementation and impact of this Area of Focus will be monitored through a systematic, ongoing process that includes lesson-plan reviews, progress-monitoring data, weekly assessments, Professional Learning Communities (PLCs), student data chats, classroom walkthroughs, instructional observations, and analysis of student performance data. The purpose of this monitoring process is to ensure that instructional strategies are implemented with fidelity, student progress is consistently tracked, and timely adjustments are made to address identified areas of need while providing enrichment opportunities for students who demonstrate mastery.

Lesson plans will be reviewed regularly to ensure that instruction is aligned to Florida's B.E.S.T. Standards, district pacing guides, identified standards of need, and the instructional expectations established by the school. Lesson plans will also be monitored for evidence of differentiated instruction, small-group instruction, intervention, enrichment, assessment opportunities, and appropriate use of instructional resources. This review will help determine whether teachers are providing instruction that is responsive to student data and aligned with the identified Math and Science areas of focus.

Progress-monitoring data will be reviewed throughout the school year to evaluate student growth and determine whether students are progressing toward the established outcomes. PM 1 and PM 2 data in Reading and Mathematics will be analyzed to identify trends, determine standards requiring additional instructional attention, and identify students requiring additional support. Weekly Mathematics and Science assessments will also be reviewed to determine students' mastery of recently taught standards and skills. Data will be disaggregated by grade level, standard, and student performance level when appropriate to ensure that instructional decisions are based on specific student needs rather than overall averages alone.

Weekly Professional Learning Communities (PLCs) will serve as a primary structure for monitoring instructional implementation and student impact. Reading data discussions will occur each Wednesday, while Mathematics and Science data discussions will occur each Thursday. The Math and Science Instructional Coach, Mellany Wiggins, will lead the Mathematics and Science PLCs and support teachers in analyzing assessment results, identifying instructional gaps, planning reteaching opportunities, and determining appropriate interventions and enrichment. PLC discussions will focus on what students have learned, what students still need to learn, which instructional practices are producing results, and what instructional adjustments are necessary to accelerate student achievement.

Student data chats will be conducted weekly within classrooms. Teachers will meet with individual

students or small groups to review performance on weekly assessments, progress-monitoring results, state assessment data, including PM 1, and student engagement and usage of Edmentum. During these conversations, teachers will help students understand their current level of performance, identify strengths and areas requiring improvement, establish short-term academic goals, and discuss specific actions students can take to improve their achievement. This process is intended to increase student ownership, accountability, and understanding of the learning process.

Classroom walkthroughs and formal or informal observations will be conducted regularly to monitor the implementation of high-quality instruction in Mathematics and Science. Walkthroughs will provide opportunities to examine standards alignment, instructional rigor, student engagement, questioning strategies, differentiation, use of formative assessment, small-group instruction, and evidence of students applying grade-level skills. Feedback from walkthroughs and observations will be used to recognize effective instructional practices, identify areas requiring additional support, and provide teachers with timely feedback for continuous improvement.

Student performance data will also be used to determine the need for targeted intervention, tutoring, remediation, and enrichment opportunities. Students who demonstrate gaps in prerequisite skills or standards mastery will receive additional support through targeted small-group instruction, intervention activities, tutoring, and appropriate instructional technology. Students who demonstrate mastery will be provided opportunities for enrichment, extension, problem solving, and application of grade-level concepts at greater levels of complexity.

Monitoring will occur at multiple levels. Zola Akins, Principal, will provide overall administrative oversight of the implementation and impact of the Area of Focus, including monitoring lesson plans, classroom instruction, assessment practices, PLC implementation, student progress, and instructional adjustments. Mellany Wiggins, Math & Science Instructional Coach, will provide direct support for Mathematics and Science instruction by facilitating PLCs, assisting teachers with data analysis, supporting instructional planning, monitoring assessment trends, modeling effective instructional strategies, and helping teachers develop targeted interventions and enrichment opportunities.

The leadership team will review progress at regular intervals throughout the school year to determine whether students are demonstrating sufficient growth toward the established measurable outcomes. If data indicate that students are not making adequate progress, the team will identify contributing factors and make timely adjustments to instruction, intervention, professional development, instructional resources, or progress-monitoring practices. If students demonstrate accelerated progress or mastery, instructional teams will identify opportunities to extend learning and provide enrichment.

This monitoring process will function as a continuous improvement cycle of planning, implementation, assessment, data analysis, feedback, intervention, and adjustment. By consistently monitoring both the implementation of instructional strategies and their impact on student achievement, the school will be able to respond proactively to student needs and increase the likelihood of achieving the established Mathematics and Science proficiency goals by the end of the 2026–2027 school year

Person responsible for monitoring outcome
Mellany Wiggins

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Description of Intervention #1: Evidence based intervention include weekly PLCs for teachers to make sure benchmarks drive instruction and are aligned to the learning standards for students. This will ensure that students are successful on school, district, and state assessments. PLCs will help teachers to analyze data which will then assist with creating best practices that will have a direct impact upon student learning. Small group instruction, differentiation, and enrichment will be major focuses during PLCs to help teachers with learning targets and ensure that students are meeting those learning targets.

Rationale:
Collaborative planning will assist teachers with best practices and to establish a way of work that will benefit the students with academic success. When teachers are aware of the benchmarks and allow them to drive instruction, learning targets are tailored to students' needs. This method is helpful for both teachers and students. Teachers develop a way of work to help guide their instruction while implementing best practices that will lead students to success on targeted benchmarks.

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

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

Description of Intervention #2:
Participation in Study Island for grades 3-5 along with participation of the students in the Science Academy which will be included in our regular After-school program. Both of these programs will assist with providing exposure, background knowledge, and opportunities for practice for students in grades 3-5. Additionally, students in grades 3 and 4 will be exposed to science standards before going to 5th grade.

Rationale:
Providing science instruction in the prior grades will give students the background knowledge necessary to be successful with fifth-grade science standards. Students will have the opportunity to hear and utilize science vocabulary terms. The science academy will focus on science standards along with reading standards to assist with both academic areas for students.

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

Will this evidence-based intervention be funded with UniSIG?
Yes

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Baby Jackets Academy

Person Monitoring:
Zola Akins

By When/Frequency:
October 2026-May 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The action to be taken is the implementation of the Baby Jacket Academy that will start after our First Nine Weeks and after an analysis of PM1 data to make sure all students are receiving intervention and/or enrichment. The academy will focus on the three main academic subjects of ELA, Math, and Science for students in grades 3-5.

Action Step #2
Weekly Science Labs and Experiments

Person Monitoring:
Mellany Wiggins

By When/Frequency:
August 2026-May 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Planning and implementation of weekly labs and science experiments (alternating). This action will ensure that students have the opportunity to participate in hands on learning when it comes to science and exposure to the science standards.

Area of Focus #2

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

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

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

ELA is a crucial area of need because reading proficiency of grade levels 3-5 have declined from the previous school year shows that ELA proficiency is 22% which is significantly below the state's proficiency (53%) and 2% lower than the district's proficiency (24%.). For the 2024-2025 school year reading proficiency of grade levels 3-5 is 25% which is a 3% increase and still significantly below the state's proficiency (59%) and 8% lower than the district's proficiency (33%). For the 2025-2026 school year, reading proficiency of grade levels 3-5 is 48%, which is above the district's (40%), but below the state average (62%). The 2025-2026 school year showed improvement in ELA achievment and the goal is to increase by 5%.

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

No Answer Entered

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

No Answer Entered

Grades K-2: Measurable Outcome(s)

No Answer Entered

Grades 3-5: Measurable Outcome(s)

No Answer Entered

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

- Weekly ELA assessments from core curriculum and UFLI for intervention
- STAR literacy progress monitoring •
- Collaborative planning for benchmark-aligned instruction and tasks.
- Conduct walkthroughs to assess current instructional practices using a consistent look-for tool aligned with benchmarks.

Person responsible for monitoring outcome

Zola Akins

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Implementation of UFLI

Rationale:

-Explicit alignment to reading standards for students in grades K-2. -Tiered curriculum designed for all students/learners. -Data informed progress monitoring. -Immediate corrective feedback.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

UFLI training for teachers

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

Carolyn Francis August 2026-May 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
School level and district training will continue for all K-2 teachers implementing UFLI. Pacing guides and UFLI feedback tools will be used to ensure that teachers are implementing the lessons with fidelity. The principal along with the Instructional coach for ELA and teachers will monitor the implementation of UFLI with fidelity and monitor student progress on a weekly basis.

Action Step #2
Implementation of Magnetic with fidelity (grades 3-5)

Person Monitoring: **By When/Frequency:**
Carolyn Francis August 2026-May 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Magnetic Reading provides explicit, systematic instruction grounded in the Science of Reading, helping students develop foundational reading skills, vocabulary, fluency, and comprehension. Its structured approach ensures students receive consistent, evidence-based instruction that addresses identified learning gaps. Edmentum provides personalized learning pathways that target each student's individual reading needs. The Principal and Instructional Coach for ELA will monitor the implementation of Magnetic with fidelity and monitor student progress on a weekly basis.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

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

During the 2025–2026 school year, **28 students** had an attendance rate below **90%**, resulting in the loss of more than 10% of instructional time. In addition to chronic absenteeism, many of these students also demonstrated patterns of excessive tardiness and early checkouts, further reducing their access to quality instruction. While overall attendance has improved, the number of students with attendance rates below 90% remains a concern, particularly during the latter part of the school year when absenteeism, tardiness, and early dismissals tend to increase. Improving consistent student attendance will remain a priority to maximize instructional time, increase student engagement, and improve academic achievement.

During the 2025–2026 school year, 28 students had an attendance rate below 90%, resulting in the loss of more than 10% of valuable instructional time. In addition to chronic absenteeism, many of these students demonstrated patterns of excessive tardiness and early checkouts, further reducing

their opportunities to participate fully in classroom instruction, intervention, enrichment, and school-based learning experiences. Although overall attendance has improved, the number of students with attendance rates below 90% remains a significant concern and continues to impact student academic performance and engagement.

Attendance concerns were particularly noticeable during the latter portion of the school year, when absenteeism, tardiness, and early dismissals tended to increase. Missed instructional time can create gaps in foundational skills, make it more difficult for students to keep pace with grade-level standards, and require teachers to spend additional time reteaching previously introduced content. Students who frequently miss school may also experience difficulty maintaining consistent classroom routines, developing positive relationships with peers and teachers, completing assignments, and participating in targeted academic interventions. As a result, improving attendance is not only an operational priority but also an essential component of the school's overall academic improvement efforts.

To address this concern, the school will continue to closely monitor attendance data on a weekly basis and identify students who demonstrate emerging patterns of absenteeism, tardiness, or early checkout. Attendance data will be reviewed by administration and appropriate support staff to identify students who may need additional assistance. Particular attention will be given to students approaching or falling below the 90% attendance threshold so that interventions can occur early rather than after a pattern of chronic absenteeism has been established.

The school will strengthen communication with families by providing timely attendance notifications, making parent/guardian contact when concerns arise, and working collaboratively with families to identify barriers that may be contributing to absences or repeated tardiness. When appropriate, the school will connect families with available school and community resources that may assist with transportation, health-related needs, family responsibilities, or other circumstances that interfere with regular school attendance. The goal will be to approach attendance concerns with a combination of accountability, support, and problem-solving.

The school will also promote a positive culture of attendance by recognizing students and classrooms that demonstrate strong attendance and punctuality. Attendance expectations will be communicated consistently to students, families, and staff, emphasizing that every school day and every instructional minute matters. Teachers will reinforce the connection between regular attendance, academic success, and preparation for future opportunities. Students will be encouraged to take ownership of their attendance and understand how consistent participation contributes to their academic growth.

Additionally, the school will monitor tardiness and early checkouts separately from daily absences to ensure that instructional time is not overlooked when evaluating attendance patterns. School leaders will review trends by grade level, student group, and time of year to determine whether additional strategies are needed. Progress will be discussed during leadership and data meetings, and interventions will be adjusted based on student response and attendance trends.

Moving forward, the school will establish measurable attendance goals designed to reduce the number of students with attendance rates below 90% and increase the percentage of students

attending school regularly and arriving on time. Through consistent monitoring, family engagement, early intervention, positive reinforcement, and collaboration with school and community partners, the school will work to remove barriers to attendance and ensure that students have maximum access to high-quality instruction.

Ultimately, improving attendance is essential to the school's commitment to student achievement, engagement, and continuous improvement. By ensuring that students are present, on time, and engaged each day, the school can maximize instructional opportunities, strengthen academic outcomes, reduce learning gaps, and provide every student with the opportunity to succeed academically and personally.

Measurable Outcome

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

Goal: By the end of the 2026–2027 school year, the number of students with an attendance rate below 90% will decrease from 28 students (2025–2026 baseline) to 20 students, representing a reduction of 8 students, as measured by attendance reports generated in FOCUS.

By the end of the 2026–2027 school year, the school will reduce the number of students with an attendance rate below 90% from the 2025–2026 baseline of 28 students to no more than 20 students, representing a reduction of at least 8 students, or approximately 29%. Progress toward this goal will be measured using student attendance reports generated through FOCUS and reviewed regularly by school administration and designated support staff.

The school will take a proactive, data-driven approach to improving student attendance by identifying students who are demonstrating patterns of absenteeism, excessive tardiness, and frequent early checkouts before these behaviors result in chronic absenteeism. Attendance data will be monitored on a regular basis to identify students who are approaching the 90% threshold, allowing school personnel to intervene early and provide appropriate support.

Attendance will be reviewed by grade level, individual student, and time period to identify trends and determine whether specific periods of the school year present increased attendance challenges. Students with repeated absences or attendance concerns will be identified for targeted interventions, including parent/guardian communication, attendance conferences, individualized attendance plans, and referrals to appropriate school or community resources when barriers to attendance are identified.

The school will also emphasize the importance of punctuality and remaining at school for the full instructional day. Tardiness and early checkouts will be monitored because even when students are technically present for the school day, repeated loss of instructional minutes can negatively affect academic progress. Families will receive ongoing communication regarding attendance expectations and the relationship between consistent attendance, instructional time, student engagement, and

academic achievement.
To encourage positive attendance behaviors, the school will implement attendance recognition and incentive strategies that celebrate students and classrooms demonstrating improved attendance, consistent punctuality, and full-day participation. Teachers and school staff will reinforce positive attendance habits while helping students understand that regular attendance is an important part of reaching their academic goals.
Progress toward the goal will be monitored throughout the school year using FOCUS attendance data. Quarterly or designated progress-monitoring checkpoints will be used to determine whether the school is on track to reduce the number of students below 90% attendance. If progress is not sufficient, the school will adjust interventions, increase family outreach, and provide additional supports to students and families requiring more intensive assistance.
The ultimate purpose of this goal is to ensure that students have maximum access to high-quality instruction every school day. Reducing the number of students below the 90% attendance threshold from 28 to 20 or fewer will increase instructional time, support stronger student engagement, reduce opportunities for learning gaps to develop, and contribute to improved academic achievement. Through consistent monitoring, early intervention, family partnerships, student accountability, and positive reinforcement, the school will work collectively to establish a culture in which every day of learning matters and every student is expected and supported to be present, on time, and ready to learn.

Monitoring

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

Teachers will maintain accurate daily attendance records and consistently follow district attendance procedures for documenting and reporting student absences. Teachers, administrators, and the school social worker will collaborate to identify students demonstrating attendance concerns and initiate the Multi-Tiered System of Supports (MTSS) process to provide timely interventions.

The school guidance counselor will work closely with teachers, administrators, and the social worker to review Early Warning System (EWS) reports and attendance data to identify students and families requiring additional support. Based on identified needs, the team will implement targeted interventions, maintain ongoing communication with families, connect them with appropriate school and community resources, and address barriers that may negatively impact regular school attendance.

Student attendance data will be monitored regularly to evaluate the effectiveness of interventions and make adjustments as needed to improve attendance outcomes.

The Attendance Area of Focus will be monitored through a systematic, data-driven process involving teachers, administrators, the school guidance counselor, and the school social worker. Teachers will maintain accurate daily attendance records and consistently follow district procedures for documenting absences, tardies, and early checkouts. Attendance data will be reviewed regularly through FOCUS attendance reports and Early Warning System (EWS) data to identify students who are developing patterns of chronic absenteeism or losing significant amounts of instructional time. School administrators, the guidance counselor, social worker, and teachers will collaborate to review individual student attendance patterns and determine which students require additional support. Students demonstrating repeated absences, excessive tardiness, early checkouts, or a declining attendance rate will be identified for early intervention before their attendance falls below the 90% threshold. When appropriate, students will be referred to the Multi-Tiered System of Supports (MTSS) process, where interventions will be documented, monitored, and adjusted based on student response.

Progress-monitoring checkpoints will be established throughout the school year to determine whether attendance interventions are producing the desired results. The team will examine the number and percentage of students with attendance rates below 90%, changes in individual attendance patterns, the frequency of tardies and early checkouts, and the effectiveness of interventions provided. Families will be contacted as attendance concerns emerge, and the school will work collaboratively with parents and guardians to identify barriers and develop appropriate solutions. When additional assistance is needed, students and families will be connected with available school and community resources.

The effectiveness of attendance strategies will be evaluated through ongoing data reviews rather than waiting until the end of the school year. If a student does not demonstrate improvement, the intervention team will review the circumstances, determine whether the current intervention is appropriate, and make adjustments or provide additional levels of support. Students who demonstrate improved attendance will continue to be monitored to ensure that progress is sustained.

Impact on Student Achievement Outcomes

Ongoing attendance monitoring will directly support the school's academic achievement goals by ensuring that students have consistent access to grade-level instruction, intervention, enrichment, and instructional support. When students are absent or arrive late frequently, they miss important standards-based instruction and may develop academic gaps that make it more difficult to demonstrate proficiency on classroom, district, and state assessments. By identifying attendance concerns early and reducing lost instructional time, the school will increase opportunities for students to receive the instruction necessary to master essential standards.

Attendance data will also be considered alongside academic performance and progress-monitoring data to determine whether improved attendance is contributing to improved student outcomes. Students receiving attendance interventions will be monitored for changes in classroom performance, assessment results, intervention progress, and engagement. This will allow the school to determine

whether increased attendance is translating into greater academic growth and whether additional academic supports are necessary.

Ultimately, reducing chronic absenteeism from the 2025–2026 baseline of 28 students to no more than 20 students by the end of 2026–2027 will provide more students with consistent access to instruction and academic interventions. Regular monitoring will allow the school to respond quickly to attendance concerns, minimize lost instructional time, strengthen student engagement, and support improved achievement. The school will use attendance and academic data together to ensure that students are present, engaged, receiving needed support, and making measurable progress toward grade-level expectations.

Person responsible for monitoring outcome

Sophia Grandison (School Counselor) and Zola Akins, Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The Early Warning Systems is designed so that schools can easily identify students at risk of not being academically successful, deficient in a particular subject area, behind one or more grade levels and have problems with attendance. The EWS model is intended to help schools efficiently use data to both identify the at-risk population and provide targeted support, strengthening student persistence and progress in school and ultimately improving on-time graduation rates.

Rationale:

Identifying students with attendance concerns early allows the school to provide timely, targeted interventions and appropriate supports before attendance patterns worsen. Early identification enables staff to address barriers to attendance, increase student engagement, maximize instructional time, and improve academic achievement by ensuring students receive the resources and assistance needed for long-term success.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

MTSS Interventions for Students with Chronic Absenteeism and Additional Risk Indicators

Person Monitoring:	**By When/Frequency:**
Zola Akins, Destiny Tolbert (Social Worker) and	Weekly

Sophia Grandison (Guidance Counselor)

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

1. Review weekly attendance reports provided by the school social worker to identify students with attendance concerns and monitor attendance trends.
2. Review weekly Early Warning System (EWS) reports provided by the school guidance counselor to identify students with two or more risk indicators, including chronic absenteeism.
3. Conduct weekly communication with parents and guardians to identify and address attendance barriers. Document all contacts in call logs and the FOCUS Student Documentation tab.
4. Collaborate weekly with the Family and Community Engagement (FACE) Office to connect families with available resources and services that address attendance barriers and improve student attendance.
5. Monitor the effectiveness of interventions during MTSS meetings and adjust supports based on student attendance data and documented outcomes.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

The school's webpage is as follows: https://ces.gadsdenschools.org/

Methods of dissemination include the school's website, Title 1 parent meetings, School Advisory Council Meetings, and letters in backpacks to communicate with parents.

The school's School Improvement Plan (SIP) is made publicly available on the school's webpage: https://ces.gadsdenschools.org/. The school will ensure that stakeholders have multiple opportunities to access, review, and provide input regarding the SIP and the school's improvement priorities.
The SIP will be disseminated through multiple communication methods to ensure that information is accessible to parents and families, teachers, staff members, students, community stakeholders, and other school partners. The school's website will serve as a primary source for providing access to the SIP and related school improvement information. Parents and community members will be encouraged to visit the website regularly to review the plan, monitor progress toward identified goals, and remain informed about strategies being implemented to improve student achievement and school performance.
In addition to online access, the school will communicate SIP priorities and progress through Title I parent meetings, where families will have opportunities to learn about identified areas of need, improvement goals, instructional strategies, student achievement data, and ways they can support their child's academic success at home. School staff will explain the purpose of the SIP and encourage parent feedback and participation in the school improvement process.
The School Advisory Council (SAC) will also serve as an important avenue for reviewing and communicating the SIP. SIP goals, strategies, progress-monitoring data, and updates will be shared

during SAC meetings to promote transparency and provide stakeholders with opportunities to ask questions, provide feedback, and participate in discussions regarding school improvement. SAC members will be encouraged to communicate relevant information to the broader school community. The school will also use letters and informational materials sent home in student backpacks to reach families who may not regularly access the school website or attend meetings. These communications may include information about SIP priorities, academic goals, attendance initiatives, assessment results, upcoming meetings, opportunities for parent involvement, and progress toward school improvement targets.

Additional communication methods, such as school newsletters, parent communication platforms, phone calls, emails, and schoolwide announcements, may be used as appropriate to provide timely updates and reinforce the school's improvement priorities. Communication will be designed to be clear, accessible, and understandable so that all stakeholders have meaningful opportunities to remain informed.

Through these multiple dissemination methods, the school will promote transparency, shared responsibility, and stakeholder engagement in the school improvement process. The goal is to ensure that parents, staff, and community members understand the school's identified needs, improvement strategies, and expected outcomes and have opportunities to contribute to the continuous improvement of the school. By maintaining open and consistent communication, the school will strengthen partnerships with families and stakeholders and build collective ownership of the work necessary to improve student achievement, attendance, engagement, and overall school success.

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school’s webpage where the school’s Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

To build positive relationships with parents, families, and other stakeholders we will keep the lines of communication open and continue our open door policy when it comes to conversations of academic improvement or promoting a positive learning environment. In addition, we will use Class Dojo and social media as a way of keeping parents and other stakeholders updated and informed on school events and endeavors that may require their support.

The PFEP will be made available on https://ces.gadsdenschools.org/. Parents will be kept informed by utilizing the FOCUS Parent Portal, face-to-face meetings with parents, monthly scheduled academic meetings with parents, and frequent communication through FOCUS and sent home in backpacks on important events happening at the school.

In addition, we will partner with outside sources i.e New Worlds Reading to bring information that is helpful to parents and to the academic success of the school.

The school is committed to building and maintaining positive, respectful, and collaborative relationships with parents, families, and community stakeholders to support the school's mission, address the needs of all students, and promote a positive learning environment. The school recognizes that student success is strengthened when families and schools work together as partners and when parents have meaningful opportunities to participate in their child's academic, social, and personal development.

To build strong relationships with families, the school will maintain open and consistent lines of communication and continue to promote an open-door policy that encourages parents and guardians to communicate with teachers, administrators, counselors, and other school personnel. Parents will be welcomed to discuss their child's academic progress, attendance, behavior, social-emotional needs, and overall school experience. School staff will strive to respond to parent concerns in a timely, respectful, and solution-focused manner while working collaboratively with families to identify strategies that support student success.

The school will use a variety of communication platforms and methods to ensure that families receive timely and accessible information. ClassDojo, social media, the school website, FOCUS, telephone calls, written correspondence, and materials sent home in student backpacks will be used to communicate important information about school events, academic opportunities, student accomplishments, attendance, assessments, family activities, and initiatives that may require parent or community support. Multiple communication methods will help ensure that families who may have different levels of access to technology or varying communication preferences are still informed and connected to the school.

Parents will also be encouraged to use the FOCUS Parent Portal to monitor their child's academic progress, attendance, grades, assignments, and other relevant student information. Teachers and administrators will assist families in accessing and understanding information available through FOCUS so that parents can become active participants in monitoring their child's progress. When academic or attendance concerns are identified, school personnel will communicate with families promptly and work together to develop appropriate interventions and supports.

The school will provide opportunities for face-to-face parent conferences, scheduled academic meetings, parent workshops, Title I meetings, School Advisory Council (SAC) meetings, and other family engagement activities. Monthly academic meetings will provide opportunities to discuss student achievement data, grade-level expectations, assessment results, instructional strategies, intervention opportunities, and ways parents can support learning at home. Families will also be encouraged to provide feedback regarding school programs, instructional practices, communication, and areas in which additional support may be needed.

The school will actively seek to make family engagement two-way and meaningful, rather than simply

providing information to parents. Parent and family feedback will be solicited through meetings, surveys, conversations, and other appropriate opportunities. Feedback will be considered when planning and evaluating family engagement activities, academic supports, and school improvement initiatives. The school will work to create an environment in which parents feel welcomed, respected, heard, and valued as essential partners in their child's education.

The school will also strengthen partnerships with community organizations and outside agencies that can provide resources and opportunities to support students and families. For example, partnerships with organizations such as New Worlds Reading will provide families with information, resources, and opportunities designed to strengthen literacy development and support academic success. Additional community partnerships will be explored based on identified student and family needs, including opportunities related to academic enrichment, mentoring, literacy, health and wellness, social-emotional support, and other student services.

Parents and community stakeholders will also be encouraged to participate in school events, celebrations, volunteer opportunities, academic initiatives, and other activities that promote a strong school community. By creating meaningful opportunities for stakeholders to become involved, the school will strengthen the connection between the school, families, and the larger community.

Public Availability of the PFEP

The school's Parental and Family Engagement Plan (PFEP) will be made publicly available on the school's webpage:

https://ces.gadsdenschools.org/

The school will communicate the availability of the PFEP through parent meetings, the school website, written communications, FOCUS, ClassDojo, social media, and materials sent home with students. Parents and families will be encouraged to review the PFEP and provide feedback regarding family engagement activities and strategies.

Through these combined efforts, the school will establish a culture of communication, collaboration, trust, and shared responsibility. The school believes that when parents, families, educators, and community partners work together, students are more likely to attend school regularly, remain engaged in learning, receive needed academic and behavioral support, and achieve at higher levels. The school will continue to strengthen these partnerships throughout the school year to ensure that every family has meaningful opportunities to participate in their child's education and contribute to the continuous improvement of the school.

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

To strengthen academic achievement:

1. The school provides Morning Enrichment following breakfast, targeted Intervention and Enrichment Blocks during the instructional day, and afternoon tutoring through the Baby Jackets Academy After-School Program.

*These services are coordinated with Title I resources and are aligned with the school's instructional priorities in English Language Arts, Mathematics, and Science.

2. Student assessment data, classroom performance, progress-monitoring results, and MTSS documentation are regularly analyzed to identify students in need of additional intervention or enrichment and to ensure that supports are timely and responsive to individual needs.

3. The school also partners with the Boys and Girls Club to extend learning opportunities beyond the regular school day by providing academic enrichment, tutoring, homework assistance, and opportunities to reinforce grade-level standards.

*This partnership complements the school's instructional program while supporting students' social-emotional development and overall well-being.

The school will strengthen its academic program by providing high-quality, standards-based instruction, targeted intervention, enrichment, tutoring, and extended learning opportunities designed to meet the diverse academic needs of all students. The school will maximize instructional time by ensuring that students have multiple opportunities throughout the school day and beyond the regular school day to receive additional support, accelerate learning, strengthen foundational skills, and engage in enrichment activities.

1. Extended Learning and Enrichment Opportunities:

The school provides Morning Enrichment following breakfast, targeted Intervention and Enrichment Blocks during the instructional day, and afternoon tutoring through the Baby Jackets Academy After-School Program. These opportunities are designed to increase the amount of meaningful learning time available to students while providing differentiated support based on individual academic needs. Title I resources will be coordinated with these services and aligned with the school's instructional priorities in English Language Arts, Mathematics, and Science. Students requiring additional support will receive targeted instruction and opportunities for additional practice, while students who demonstrate mastery will participate in enrichment and accelerated learning activities that promote higher-level thinking and deeper understanding of grade-level standards.

2. Data-Driven Intervention and Acceleration:

The school will use a data-driven approach to identify student needs and determine the appropriate level of academic support. Student assessment data, classroom performance, progress-monitoring results, attendance information, and Multi-Tiered System of Supports (MTSS) documentation will be reviewed regularly by teachers, instructional staff, and administrators. Data will be used to identify students who require Tier II or Tier III intervention, students who are making insufficient progress, and

students who are ready for enrichment or acceleration.
Teachers will use this information to provide targeted, standards-aligned instruction based on identified skill gaps. Progress will be monitored frequently to determine whether interventions are effective. When students demonstrate mastery, instruction will be adjusted to provide enrichment, extension activities, and opportunities to apply skills at greater levels of complexity. This process will ensure that instructional time is purposeful and responsive rather than relying on a one-size-fits-all approach.
3. Strengthening Core Instruction:
The school will continue to emphasize strong Tier I core instruction as the foundation for student achievement. Teachers will use grade-level standards, curriculum resources, common assessments, and progress-monitoring data to plan instruction that is rigorous, differentiated, and aligned to student needs. Professional Learning Communities (PLCs) will provide opportunities for teachers to collaboratively examine student data, identify standards requiring additional attention, share effective instructional strategies, plan interventions, and develop enrichment opportunities.
Instructional leaders will monitor the implementation of the academic program through classroom walkthroughs, observations, lesson-plan reviews, student work, assessment data, and collaborative data discussions. Feedback will be provided to teachers to strengthen instructional practices, increase student engagement, and ensure that students consistently receive grade-level instruction.
4. Extended-Day Partnership with the Boys & Girls Club:
The school will continue to partner with the Boys & Girls Club to extend learning opportunities beyond the regular school day. Through this partnership, students will have access to academic enrichment, tutoring, homework assistance, literacy and mathematics support, and opportunities to reinforce grade-level standards. The extended-day program will complement classroom instruction by providing students with additional time to practice essential skills and receive individualized assistance.
The partnership will also support students' social-emotional development, collaboration, communication, confidence, and overall well-being. By combining academic support with positive youth development opportunities, the school can provide a more comprehensive approach to meeting students' needs.
5. Increasing the Quality and Amount of Learning Time:
The school will maximize every available instructional minute by maintaining a strong focus on student engagement, effective transitions, purposeful intervention, and uninterrupted instructional blocks. Additional learning opportunities will be strategically scheduled so that students receive support without unnecessarily reducing access to grade-level core instruction. Intervention and enrichment blocks will be based on student data and will be adjusted as needs change throughout the school year.
The school will also monitor attendance, tardiness, and early checkouts because consistent attendance is essential to maximizing learning time. Students who miss significant instructional time will be identified for appropriate support so that attendance concerns do not become a barrier to

academic progress.

Area of Focus

This work directly supports the SIP Areas of Focus related to increasing student achievement and strengthening academic performance in English Language Arts, Mathematics, and Science. The school will use assessment and progress-monitoring data to identify achievement gaps, provide targeted intervention, and accelerate learning for students who have demonstrated readiness for more advanced work.

The school will monitor the effectiveness of these strategies by reviewing student proficiency, learning gains, progress-monitoring results, intervention data, classroom performance, and participation in extended learning opportunities. Data will be reviewed throughout the year to determine whether students are making expected progress toward grade-level standards and schoolwide achievement goals. If students are not demonstrating adequate growth, the school will adjust instructional strategies, intervention intensity, grouping, or extended learning supports.

Ultimately, the school will create a continuum of learning opportunities that extends beyond the traditional instructional day and ensures that students receive the right level of support at the right time. Through rigorous core instruction, targeted interventions, enrichment, acceleration, extended-day tutoring, data-driven decision-making, and community partnerships, the school will increase both the amount and quality of learning time and provide students with the academic experiences necessary to achieve at high levels

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

1. Identify Student and School Needs
    - Analyze academic, attendance, behavior, and social-emotional data to identify priorities and determine the supports needed for student success.
2. Coordinate Resources and Partnerships
    - Align federal, state, local, and community resources, including Title I, MTSS, school counseling, mental health services, nutrition programs, and community partners, to provide comprehensive student support.
3. Implement Evidence-Based Supports
    - Provide targeted academic interventions, enrichment opportunities, mentoring, counseling, and family engagement activities to address identified student needs.
4. Build Staff and Family Capacity

- Provide professional learning for staff and meaningful opportunities for families to support student learning and well-being through ongoing communication and engagement.

5. Monitor Progress and Adjust Supports

- Regularly review student data and program effectiveness to evaluate outcomes, refine interventions, and ensure continuous improvement toward school goals.

The school will develop and implement its School Improvement Plan (SIP) through a coordinated and integrated approach that brings together federal, state, district, school, and community resources to address the academic, social-emotional, behavioral, attendance, and family engagement needs of students. The school will work collaboratively with district departments, families, community organizations, and service providers to ensure that available resources are aligned with the school's identified needs and improvement priorities.

1. Identify Student and School Needs

The school will regularly analyze multiple sources of data, including academic achievement, attendance, behavior, assessment, progress-monitoring, discipline, and social-emotional data, to identify areas of need. Data from FOCUS, classroom assessments, state and district assessments, MTSS documentation, and Early Warning System (EWS) reports will be used to identify students and student groups requiring additional academic, behavioral, attendance, or social-emotional support. The results of these data reviews will guide decisions regarding the allocation of resources, implementation of interventions, professional learning, family engagement, and community partnerships. This process will ensure that available services are directed toward the students and areas with the greatest need.

2. Coordinate Federal, State, Local, and Community Resources

The school will coordinate available Title I, Title II, Title III, Title IV, state, district, and local resources, as applicable, to support the goals and strategies identified in the SIP. Title I resources will support supplemental academic services, family engagement, professional learning, intervention, and other allowable activities designed to improve student achievement.

The school will also coordinate services through MTSS, school counseling, mental health and social-emotional supports, attendance interventions, nutrition services, and community partnerships. When students and families require services beyond what can be provided directly by the school, staff will work with appropriate district personnel and community agencies to connect families with available resources.

The school will maintain partnerships with community organizations that can provide academic enrichment, mentoring, tutoring, family resources, and student support. These partnerships will complement—not replace—the school's core instructional program and will be aligned with identified student needs.

3. Integrate Student Support Services

Academic and nonacademic services will be integrated to address the whole child. Students identified through MTSS or other data-review processes may receive targeted academic intervention,

enrichment, mentoring, counseling, behavioral support, attendance assistance, or other appropriate services. The school will coordinate these supports to minimize duplication of services and ensure that students receive consistent and timely assistance.

The school will also coordinate with nutrition programs to ensure that students have access to meals and other appropriate nutritional supports that promote readiness to learn. When applicable, the school will collaborate with community and district resources addressing family needs such as housing, transportation, health, and other barriers that may interfere with regular attendance and academic success.

4. Implement Evidence-Based Academic and Student Supports

Resources will be used to implement evidence-based strategies and interventions aligned with identified needs. Academic supports may include targeted small-group instruction, intervention and enrichment blocks, tutoring, extended learning opportunities, mentoring, and supplemental instructional resources. These services will be aligned with grade-level standards and the school's instructional priorities in English Language Arts, Mathematics, and Science.

The school will also provide opportunities for counseling, social-emotional learning, positive behavior supports, and family engagement. Interventions will be matched to individual student needs and monitored to determine whether students are making adequate progress.

5. Build Staff Capacity

The school will use available resources to provide professional learning and ongoing support for teachers and staff. Professional development will be aligned with school improvement priorities and may address standards-based instruction, differentiated instruction, intervention strategies, data analysis, MTSS, classroom management, student engagement, social-emotional learning, and family engagement.

Professional Learning Communities (PLCs) will provide an additional structure for teachers to collaboratively analyze student data, identify instructional needs, share effective practices, plan interventions, and monitor student progress. Staff capacity will be strengthened through coaching, collaborative planning, professional development, and feedback from classroom observations and walkthroughs.

6. Build Family and Community Capacity

The school recognizes families as essential partners in student success. Federal and local resources will support opportunities for meaningful parent and family engagement, including Title I meetings, academic parent meetings, School Advisory Council meetings, parent workshops, conferences, and other family engagement activities. Families will receive information about academic expectations, assessment results, attendance, available resources, and strategies they can use to support learning at home.

The school will also communicate regularly with families through the FOCUS Parent Portal, ClassDojo, the school website, social media, telephone calls, written communication, and materials sent home with students. These communication methods will help ensure that families remain

informed and have opportunities to participate in decisions affecting their children's education.

7. Monitor Program Effectiveness and Adjust Supports

The school will regularly monitor the implementation and effectiveness of programs, services, and resources through student achievement data, attendance data, behavior data, progress-monitoring results, intervention records, and stakeholder feedback. School leaders and support teams will review data to determine whether interventions are producing the desired outcomes.

When a strategy is successful, the school will continue and strengthen its implementation. When students are not making adequate progress, the team will determine whether additional support, a different intervention, increased intensity, or a new resource is needed. This continuous improvement process will ensure that resources are used effectively and remain aligned with the school's SIP goals.

Through coordinated planning and integration of federal, state, local, and community resources, the school will provide a comprehensive system of support designed to address the academic and nonacademic needs of students. This collaborative approach will strengthen instruction, increase access to intervention and enrichment, address barriers to learning, support families, and promote improved student achievement, attendance, engagement, and overall well-being.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

The school is committed to supporting the whole child by ensuring that students have access to counseling, school-based mental health services, specialized support services, mentoring opportunities, and other strategies that strengthen skills beyond the academic subject areas. The school recognizes that students' social-emotional well-being, behavior, relationships, self-management, and sense of belonging directly influence their ability to attend school regularly, engage in learning, and achieve academically.

The school counselor, administrators, teachers, social worker, and other student support personnel will work collaboratively to identify students who may need additional assistance. Student needs will be identified through teacher observations, attendance and behavior data, discipline referrals, Early Warning System (EWS) data, MTSS documentation, parent concerns, student self-referrals, and other appropriate sources of information. When concerns are identified, the school will coordinate appropriate supports while maintaining student confidentiality and following district procedures.

Counseling and Mental Health Services

The school counselor will provide individual and small-group counseling, classroom guidance, social-emotional learning activities, and targeted support based on student needs. Counseling services may address areas such as coping skills, self-regulation, conflict resolution, decision-making, goal setting, peer relationships, self-advocacy, grief, stress management, and other age-appropriate social-emotional needs.

When students require services beyond those available through the school, the school will collaborate with district personnel, families, and appropriate community-based mental health providers to facilitate referrals and connect students and families with available resources. School-based mental health supports will be coordinated with academic and behavioral interventions to ensure that students receive comprehensive assistance.

Specialized Support Services

Students requiring additional behavioral, social-emotional, or developmental support will be considered through the school's Multi-Tiered System of Supports (MTSS) process. Student support teams will review available data, identify areas of need, develop appropriate interventions, and monitor student response. Supports will be adjusted based on individual progress.

The school will collaborate with appropriate specialized personnel and service providers, including exceptional student education staff, school counseling personnel, social workers, behavioral support personnel, and other district or community partners, as appropriate. These services will help students develop skills related to communication, self-management, emotional regulation, problem-solving, positive decision-making, interpersonal relationships, and responsible behavior.

Mentoring and Positive Youth Development

The school will provide opportunities for mentoring and positive adult-student relationships through school personnel, community partners, student organizations, and extended learning programs. Partnerships with organizations such as the Boys & Girls Club will provide students with opportunities to develop leadership, teamwork, communication, responsibility, confidence, and other life skills. Mentoring and enrichment activities will provide students with positive role models and structured opportunities to build relationships with caring adults and peers. These experiences will help students develop a stronger sense of belonging and connection to the school community.

Social-Emotional Learning and Life Skills

The school will incorporate opportunities for students to develop skills that extend beyond traditional academic content. These may include self-awareness, self-management, responsible decision-making, relationship skills, conflict resolution, resilience, perseverance, communication, leadership, and goal setting. Teachers and support staff will reinforce these skills throughout the school day and during extracurricular and extended-learning activities.

Students will also be encouraged to develop self-advocacy and problem-solving skills so they can appropriately communicate their needs, make responsible choices, manage challenges, and seek assistance when necessary.

Family and Community Partnerships

Families will be considered essential partners in addressing student needs. The school will maintain open communication with parents and guardians regarding concerns and available supports. When appropriate, families will participate in developing intervention strategies and identifying resources that can support their child's social-emotional, behavioral, and overall well-being.

The school will also work with community agencies and organizations to expand access to services that may not be available directly through the school. These partnerships may provide mentoring, counseling, mental health resources, enrichment, family support, and other services designed to remove barriers to student success.

Monitoring and Continuous Improvement

The effectiveness of counseling, mental health, mentoring, and other student support services will be monitored through attendance, behavior, discipline, engagement, student progress, MTSS documentation, and stakeholder feedback. Student support teams will review data regularly to determine whether interventions are producing the desired outcomes.

If a student is not responding adequately to an intervention, the team will adjust the level or type of support and consider additional services or referrals. This ongoing monitoring will help ensure that

students receive timely and appropriate assistance.
Through these coordinated efforts, the school will create a safe, supportive, and inclusive environment in which students are able to develop the social-emotional, behavioral, interpersonal, and life skills necessary for success. By addressing needs beyond academics, the school will help students become more confident, resilient, responsible, and engaged learners while strengthening their ability to succeed in school and beyond.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

As a K–5 elementary school, the school recognizes that preparation for postsecondary education and the workforce begins with establishing a strong academic foundation, developing positive learning habits, and helping students understand the connection between what they learn in school and the opportunities available to them in the future. Although elementary students do not participate directly in high school career and technical education courses or postsecondary credit opportunities, the school will intentionally build the knowledge, skills, attitudes, and awareness that prepare students for future success in middle school, high school, postsecondary education, and the workforce.
The school will provide students with opportunities to develop critical thinking, problem-solving, communication, collaboration, creativity, perseverance, responsibility, leadership, and self-management skills. These skills will be embedded within daily instruction and reinforced through classroom activities, enrichment opportunities, project-based learning, extracurricular activities, and extended learning programs. Students will be encouraged to set academic and personal goals, reflect on their progress, and understand the importance of developing strong study habits and taking responsibility for their learning.
The school will expose students to a variety of careers and career pathways through classroom instruction, guest speakers, career awareness activities, school events, community partnerships, and age-appropriate career exploration. Teachers will help students make connections between academic subjects and real-world careers. For example, students may explore how mathematics is used by engineers, healthcare professionals, business owners, and technology specialists; how reading and communication skills are important in every career; and how science connects to careers in medicine, environmental studies, technology, and other fields.
The school will also promote awareness of career and technical education (CTE) and future educational opportunities by introducing students to different career pathways and helping them understand that there are many ways to be successful after high school. When appropriate, the school will collaborate with district CTE programs, secondary schools, community organizations, businesses, and other partners to provide age-appropriate career awareness activities and

opportunities for students to learn about future options.
Technology and digital literacy will also be incorporated into the instructional program to help students develop skills needed in an increasingly technology-driven workforce. Students will have opportunities to use technology for research, communication, problem-solving, collaboration, creativity, and the presentation of information. These experiences will help students develop responsible and productive technology habits while building foundational digital skills.
The school will provide opportunities for students to participate in clubs, enrichment programs, mentoring, STEM activities, leadership opportunities, and extracurricular experiences that allow them to explore interests and develop skills beyond the traditional classroom. Partnerships such as the Boys & Girls Club and other community organizations can provide additional opportunities for students to participate in academic enrichment, leadership development, career awareness, teamwork, and positive youth development.
The school will also emphasize the importance of academic achievement and attendance as foundations for future success. Students will be taught that regular attendance, completing assignments, participating actively in class, demonstrating positive behavior, and mastering grade-level standards are important steps toward reaching future educational and career goals. Teachers and counselors will help students identify personal strengths, interests, and areas for growth while encouraging them to set increasingly challenging goals.
The school will work with families to increase awareness of future educational and career opportunities. Parents will receive information through family engagement events, academic meetings, newsletters, the school website, FOCUS, ClassDojo, and other communication platforms. Families will be encouraged to discuss careers, education, personal interests, and future goals with their children and to participate in career awareness and enrichment activities when available.
The school will also establish connections with middle schools, high schools, district programs, and community partners to help create a smooth transition for students as they progress beyond elementary school. Information about future CTE programs, advanced coursework, career academies, college opportunities, and other postsecondary pathways can be introduced to students and families in developmentally appropriate ways as students approach the transition to middle school.
Through these efforts, the school will ensure that students leave elementary school with a strong academic foundation and an emerging understanding of the connection between education, careers, and lifelong success. The goal is to help every student recognize their potential, develop a vision for their future, and understand that the skills they build in elementary school are the foundation for future success in middle school, high school, postsecondary education, career training, and the workforce.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section

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

As a K–5 school, the school will implement a schoolwide, tiered approach to prevent and address problem behavior while providing early intervening services to students who need additional support. The school will use a Multi-Tiered System of Supports (MTSS) framework that integrates academic, behavioral, and social-emotional supports. The goal is to identify concerns early, provide interventions based on student need, monitor progress, and ensure that students have access to the appropriate level of support.

At Tier I, the school will provide schoolwide behavioral expectations, explicit instruction in appropriate behaviors, positive reinforcement, classroom management strategies, and opportunities for students to develop social-emotional and self-regulation skills. Teachers and staff will consistently teach and reinforce expectations for being respectful, responsible, safe, and ready to learn. Expectations will be communicated across classrooms, common areas, arrival and dismissal, cafeteria, playground, and other school settings. Positive behavior will be recognized to encourage students to make appropriate choices and develop a positive connection to school.

At Tier II, students who demonstrate recurring behavioral, social-emotional, attendance, or engagement concerns will receive targeted interventions based on their individual needs. Supports may include check-in/check-out, behavior contracts or plans, mentoring, small-group counseling, social-emotional skill instruction, increased adult check-ins, parent conferences, and targeted behavior interventions. Teachers, counselors, administrators, and other appropriate support personnel will collaborate to identify students who may benefit from additional assistance. Progress will be monitored regularly to determine whether the intervention is effective.

At Tier III, students with more significant or persistent behavioral needs will receive individualized and intensive interventions. The MTSS team will review available data, identify contributing factors, develop individualized intervention plans, and monitor student response closely. Tier III supports may include individualized behavior plans, intensive counseling or social-emotional support, functional behavior assessments when appropriate, collaboration with families, and referrals to appropriate district or community-based services.

The school will use multiple sources of information to identify students who may require early intervention, including discipline referrals, attendance data, teacher observations, classroom behavior data, student performance, parent concerns, office referrals, Early Warning System (EWS) indicators, and MTSS documentation. This data-driven process will allow the school to address concerns before behaviors become more serious or interfere significantly with the student's academic progress.

Coordination with IDEA Services

The school's behavioral and early intervening services will be coordinated with services provided under the Individuals with Disabilities Education Act (IDEA). School personnel will collaborate with Exceptional Student Education (ESE) teachers, school psychologists, counselors, administrators, related service providers, and families, as appropriate, to ensure that students with disabilities receive supports consistent with their Individualized Education Programs (IEPs) and applicable requirements.

When a student with an IEP demonstrates behavioral concerns, the school will review the student's existing supports and collaborate with the appropriate ESE team to determine whether additional strategies or revisions to current services are necessary. Behavioral interventions will be implemented in accordance with the student's IEP and other applicable plans. When appropriate, the team may consider a Functional Behavioral Assessment (FBA) and the development or revision of a Behavior Intervention Plan (BIP) to address the function of the behavior and identify effective replacement behaviors.

The school will also ensure that MTSS interventions do not delay or replace appropriate evaluation or services for students who may have disabilities. When data indicate that a student may require an evaluation or additional specialized support, the school will follow district procedures for referral and evaluation while continuing to provide appropriate interventions and supports.

Family and Staff Collaboration

Families will be considered essential partners in addressing student behavior. Parents and guardians will be informed when significant behavioral concerns arise and will be invited to participate in problem-solving and intervention planning. The school will maintain regular communication with families regarding student progress and provide strategies that can be reinforced at home.

Teachers and staff will receive professional learning and ongoing support related to positive behavior supports, classroom management, de-escalation, social-emotional learning, trauma-informed practices, MTSS, and effective intervention strategies. Staff will use consistent expectations and responses across the school to create a safe, predictable, and supportive environment.

Monitoring and Continuous Improvement

The effectiveness of behavioral interventions will be monitored through discipline data, office referrals, attendance, classroom behavior, student engagement, intervention progress, and teacher and family feedback. The MTSS team will regularly review data to determine whether students are responding to interventions and whether the level of support should be maintained, increased, decreased, or changed.

Through this schoolwide tiered model, the school will emphasize prevention, early identification, positive intervention, and individualized support rather than relying solely on disciplinary consequences. The ultimate goal is to help K–5 students develop the behavioral, social-emotional, communication, self-regulation, and problem-solving skills necessary to be successful learners. By coordinating MTSS, behavioral supports, early intervening services, and IDEA-related services, the school will provide a comprehensive system of support that promotes a safe, positive, inclusive, and productive learning environment for every student.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

As a K–5 school, the school will provide ongoing, job-embedded professional learning designed to strengthen instructional practices, improve the effective use of academic assessment data, support differentiated instruction, and increase student achievement. Professional learning will be aligned with the school's School Improvement Plan (SIP), identified student needs, district priorities, and teacher performance data. The school will use a collaborative approach to ensure that professional development is practical, relevant, and directly connected to classroom instruction.

Professional learning will focus on strengthening Tier I instruction, standards-based planning, differentiation, intervention, student engagement, classroom management, and the effective use of assessment data. Teachers will receive support in understanding grade-level standards, identifying essential skills, planning rigorous instruction, and using instructional strategies that address the needs of diverse learners. Particular attention will be given to English Language Arts, Mathematics, and Science, as these areas are central to the school's academic improvement goals.

Use of Academic Assessment Data

Teachers will receive ongoing support in using data to make informed instructional decisions. Professional learning and PLC activities will focus on analyzing FAST, i-Ready, STAR, classroom assessments, common assessments, progress-monitoring data, and other available academic data to identify student strengths, learning gaps, and instructional priorities.

Teachers will participate in collaborative data discussions to:

- Identify standards and skills in which students demonstrate proficiency or need additional support.
- Group students according to instructional needs.
- Develop targeted intervention and enrichment strategies.
- Monitor student progress toward grade-level expectations.
- Adjust instruction based on student performance.
- Identify students who may require additional MTSS support.
- Evaluate the effectiveness of instructional strategies and interventions.

Data will be used as a tool for instructional improvement rather than simply as a measure of student performance. Teachers will be expected to use assessment results to plan next steps, provide differentiated instruction, and ensure that students receive appropriate intervention or enrichment.

Professional Learning Communities

Professional Learning Communities (PLCs) will provide a consistent structure for teachers to collaborate, examine student work, analyze assessment data, plan instruction, and share effective practices. PLCs will focus on the four essential questions:

1. What do we want students to learn?
2. How will we know if students have learned it?
3. What will we do when students do not learn it?
4. What will we do when students already know it?

Teachers will use PLC meetings to develop common expectations, review progress-monitoring data,

plan standards-aligned lessons, discuss intervention needs, and identify enrichment opportunities. Administrators and instructional support personnel will participate in PLCs as appropriate to provide guidance, feedback, and resources.

Support for Paraprofessionals and Other School Personnel

Professional learning will also be provided to paraprofessionals, interventionists, instructional support personnel, and other staff members who work directly with students. Training will address effective instructional support, student engagement, behavior management, accommodations, differentiation, confidentiality, data collection, and strategies for supporting students with diverse academic and behavioral needs.

Paraprofessionals will be provided with clear expectations regarding their instructional roles and will collaborate with classroom teachers to ensure that supplemental support aligns with grade-level instruction and individual student needs. Staff will be encouraged to use consistent instructional and behavioral practices so that students experience continuity across settings.

Job-Embedded Coaching and Instructional Support

The school will provide ongoing job-embedded professional learning through classroom walkthroughs, instructional coaching, collaborative planning, modeling, peer observations, feedback sessions, and professional development. Administrators and instructional leaders will use classroom observations and student performance data to identify areas for additional support.

Professional learning will be differentiated based on staff needs. Teachers who demonstrate strengths in particular instructional areas may be encouraged to share successful practices with colleagues, while teachers requiring additional support will receive targeted coaching and follow-up opportunities.

Recruitment and Retention of Effective Teachers

The school will support the recruitment and retention of highly effective teachers by creating a positive, collaborative, and supportive professional culture. New teachers and teachers who are new to the school will receive orientation, mentoring, and ongoing assistance to help them become successful members of the school community.

The school will emphasize collaboration rather than isolation by providing opportunities for teachers to work together through PLCs, grade-level planning, peer support, and professional learning. Staff accomplishments and contributions will be recognized, and teachers will be provided opportunities to assume leadership roles and participate in school improvement initiatives.

The school will work with the district to recruit qualified teachers for high-need areas, including positions in English Language Arts, Mathematics, Science, Exceptional Student Education, and other areas identified through staffing needs. Recruitment efforts will emphasize the school's mission, supportive professional environment, opportunities for professional growth, and commitment to student success.

Supporting Teacher Retention and Professional Growth

Teacher retention will be supported through mentoring, professional learning, instructional coaching, collaborative planning, recognition, and opportunities for leadership. School leaders will maintain

open communication with teachers and provide opportunities for staff to share concerns, identify professional learning needs, and contribute to decisions affecting instruction and school improvement.

The school will also monitor staff needs through surveys, informal feedback, performance data, classroom observations, and professional conversations. This information will be used to determine professional learning priorities and identify ways to improve working conditions and staff support.

Monitoring the Impact of Professional Learning

The effectiveness of professional learning will be monitored through classroom observations, walkthrough data, lesson-plan reviews, teacher feedback, PLC documentation, student work, assessment results, and progress-monitoring data. The school will determine whether professional learning is resulting in changes in instructional practice and improved student outcomes.

Professional learning will be considered an ongoing process rather than a one-time event. Teachers will receive opportunities to learn, implement, receive feedback, reflect, and refine their practice. When data indicate that additional support is needed, professional learning activities will be adjusted accordingly.

Through a comprehensive professional learning and staff-support system, the school will build teacher and staff capacity, strengthen the use of academic assessment data, improve instructional quality, and support the recruitment and retention of highly effective educators. These efforts will ultimately increase the school's ability to provide rigorous, engaging, standards-aligned instruction and ensure that every K–5 student has access to effective teaching and meaningful opportunities for academic growth.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

As a K–5 school, the school recognizes that a successful transition from early childhood education programs to elementary school is essential for establishing a strong foundation for future academic, social-emotional, and behavioral success. The school will work collaboratively with preschool providers, families, district personnel, and community partners to help children and families become familiar with the expectations, routines, and learning environment of elementary school.

The school will support preschool children transitioning into kindergarten by establishing communication and collaboration with local early childhood education programs, including Voluntary Prekindergarten (VPK), Head Start, early learning centers, and other preschool providers, as applicable. When appropriate and permitted, school personnel will collaborate with preschool teachers and providers to obtain information regarding students' developmental, academic, social-emotional, communication, and behavioral needs. This information will help kindergarten teachers prepare appropriate supports before students enter the school.

Kindergarten Transition Activities

The school will provide opportunities for incoming kindergarten students and their families to become familiar with the school before the beginning of the school year. Transition activities may include kindergarten orientation, school tours, meet-the-teacher events, family information sessions, registration events, and opportunities for children to visit kindergarten classrooms.

During these activities, families will receive information about school routines, attendance expectations, transportation, arrival and dismissal procedures, meals, uniforms, communication systems, academic expectations, and available student support services. Children will have opportunities to become familiar with the school environment, teachers, classrooms, and daily routines, which can reduce anxiety and promote a more successful transition.

Family Engagement and Communication

Families will be considered important partners in the transition process. The school will maintain open communication with parents and guardians and provide information about ways families can prepare children for kindergarten. Families will receive resources and strategies related to early literacy, language development, mathematics, social-emotional development, independence, school readiness, attendance, and positive behavior.

Communication may occur through face-to-face meetings, the school website, FOCUS, ClassDojo, telephone calls, written information, parent meetings, and materials sent home with students. Families will also be encouraged to communicate information about their child's strengths, interests, needs, routines, and previous educational experiences so that teachers can provide appropriate support.

School Readiness and Early Academic Support

Kindergarten teachers and support staff will use available school-readiness and early learning information to identify students who may need additional academic or developmental support. Early screening and beginning-of-year assessments will help teachers determine students' strengths and areas requiring additional instruction.

Students who demonstrate needs in early literacy, phonological awareness, language development, mathematics, fine motor skills, social-emotional development, or other readiness areas will receive targeted support. When appropriate, students may be considered for MTSS interventions to provide additional instruction and monitor progress.

The school will emphasize developmentally appropriate foundational skills, including letter and sound recognition, phonological awareness, vocabulary, oral language, early writing, counting, number sense, problem-solving, following directions, self-regulation, and social interaction. These skills will help students successfully transition into the expectations of the elementary classroom.

Social-Emotional and Behavioral Transition Supports

The transition to kindergarten can be a significant adjustment for young children. The school will intentionally support students in developing the skills necessary to participate successfully in a structured school environment. Teachers will explicitly teach classroom routines, expectations,

communication skills, cooperation, sharing, problem-solving, self-regulation, and appropriate ways to seek help.

School counselors, teachers, administrators, and other support personnel will work together to identify children who may require additional social-emotional or behavioral support during the transition. Families will be included in the problem-solving process, and appropriate interventions or referrals will be provided when necessary.

Collaboration and Continuity of Services

The school will collaborate with early childhood providers, district early learning personnel, kindergarten teachers, exceptional student education staff, school counselors, and other appropriate service providers to promote continuity of services. When children have existing Individualized Education Programs (IEPs), Individualized Family Service Plans (IFSPs), or other documented support needs, the school will work with families and appropriate personnel to ensure that transition activities and services are coordinated in accordance with applicable requirements.

The school will also communicate with families regarding available services and supports, including special education, counseling, speech and language services, health services, nutrition programs, and other resources that may support a successful transition.

Monitoring the Transition

The school will monitor the effectiveness of transition activities by reviewing kindergarten attendance, beginning-of-year assessment data, behavior and discipline information, teacher observations, family feedback, and student progress. This information will be used to identify students who may need additional assistance and to determine whether transition strategies should be modified or expanded.

Through these efforts, the school will create a welcoming, supportive, and coordinated transition from early childhood education to elementary school. By building relationships with families and early childhood providers, providing early information and support, identifying student needs quickly, and establishing strong academic and social-emotional foundations, the school will help ensure that children enter kindergarten ready to learn, participate, and succeed.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

Step 1: The Academic Services Department will convene school leadership teams to conduct coherence mapping for core subject areas.

Step 2: 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 3: Principal will coordinate with the office of Academic Services to discuss and verify the school improvement funding allocation and guidelines for the 2025-2026 school year.

Step 4: The School Leadership team in collaboration with all relevant stakeholders, i.e. faculty/staff, parents, students, community, etc. will develop an action plan and schedule of activities/interventions to address the areas of need.

Step 5: 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.

The school will work collaboratively with the district's Academic Services Department and other relevant district departments to ensure that resources are aligned with identified student needs and the goals of the School Improvement Plan (SIP).
Step 1: The Academic Services Department will work with school leadership teams to conduct coherence mapping for core subject areas and ensure that instructional resources, programs, and supports are aligned to grade-level standards and identified academic priorities.
Step 2: The principal and school leadership team will review student achievement, attendance, behavior, assessment, and subgroup data to identify areas of need and establish priorities for resource allocation.
Step 3: The principal will coordinate with the Office of Academic Services to review and verify school improvement funding allocations, allowable expenditures, and district guidelines to ensure resources are used appropriately and effectively.
Step 4: The school leadership team, in collaboration with teachers, staff, parents, students, and community stakeholders, will develop an action plan identifying specific interventions, resources, timelines, and responsible personnel needed to address identified areas of need.

Step 5: The SIP strategies, interventions, and activities will be implemented and monitored throughout the school year. The leadership team will regularly review student data and intervention outcomes to determine the effectiveness of resources and make adjustments as needed.
This ongoing process ensures that school and district resources are strategically aligned, evidence-based, and responsive to student needs, while supporting continuous improvement and improved student achievement.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

Resource 1. Accelerated Reader: This resource will be used to allow students practice to improve fluency, vocabulary and comprehension. The resource will be used daily beginning August 2025 May 2026.

Resource 2. Edmentum: This resource will be used to provide both remediation and acceleration to address areas of deficiency in ELA and Math. The resource will be used daily August 2025 - May 2026.

Resource 3: HMH Into Reading: Differentiation of the core reading curriculum will be used to ensure proper exposure to the reading standards and genres that students need to move towards proficiency.

Resource 4: Magnetic Reading: This resource will be used to support instruction by providing tools for interventions. Students will have more opportunities to practice and get more intensive support for remediation and accleration. The resource will be used daily beginning August 2025 May 2026.

Based on student achievement data, classroom performance, progress-monitoring results, and identified areas of need in English Language Arts and Mathematics, the school will use the following instructional resources during the 2025–2026 school year. These resources will provide additional opportunities for remediation, acceleration, differentiation, and standards-based practice.
Resource 1: Accelerated Reader
Accelerated Reader will be used to increase students' opportunities to practice and apply essential reading skills. The program will support the development of reading fluency, vocabulary, comprehension, and independent reading habits. Teachers will use student performance information to monitor reading progress and encourage students to read at appropriate levels. Accelerated Reader will be incorporated into the instructional program daily from August 2025 through May 2026. Progress will be monitored through student participation, reading performance, comprehension results, and classroom data.

Resource 2: Edmentum

Edmentum will be used to provide targeted remediation and acceleration in English Language Arts and Mathematics. Student assessment and progress-monitoring data will be used to identify specific skill deficiencies and areas in which students are ready for additional challenge. Teachers will use Edmentum assignments and student performance data to provide individualized or small-group learning opportunities. The resource will be used daily from August 2025 through May 2026, with student progress reviewed regularly to determine whether additional intervention or enrichment is needed.

Resource 3: HMH Into Reading

HMH Into Reading will serve as a core instructional resource and will be differentiated to address the varying academic needs of students. Teachers will use the curriculum to provide students with consistent exposure to grade-level reading standards, vocabulary, comprehension skills, text structures, and a variety of literary and informational genres. Instruction will be differentiated based on student data to provide appropriate scaffolding, intervention, and enrichment. Teachers will monitor student performance through classroom assessments, student work, and progress-monitoring data to ensure that students are progressing toward proficiency.

Resource 4: Magnetic Reading

Magnetic Reading will be used to strengthen reading intervention and provide students with additional opportunities for targeted practice, remediation, and acceleration. The resource will supplement core reading instruction by allowing teachers to provide more intensive support to students who demonstrate deficiencies in foundational reading skills, comprehension, vocabulary, and other identified areas. Students who demonstrate mastery will have opportunities for additional practice and extension. Magnetic Reading will be implemented daily from August 2025 through May 2026, with student progress monitored through intervention data and classroom assessments.

Monitoring and Evaluation

The effectiveness of each resource will be monitored through student assessment data, classroom performance, progress-monitoring results, intervention documentation, and teacher feedback. Teachers and school leaders will review data during PLCs and other data-review meetings to determine whether students are demonstrating measurable growth. Resources and instructional strategies will be adjusted when data indicate that students require additional support or a different level of intervention.

Together, these resources will provide a multi-layered instructional support system that strengthens core instruction while providing targeted opportunities for remediation, enrichment, and acceleration. The goal is to ensure that students receive the appropriate level of support needed to improve proficiency, close identified learning gaps, and make measurable progress toward grade-level standards.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply. **No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Uploaded Budget	Instructional Practice - Math - Science	5100/120	UNISIG	0.0	38, 200.00
Salaries for after school instructional support. After school 6 teachers x 2.5 hours/day x 60 days x $35/hr = $31,500[$32,200]) 2 paraprofessionals x 2 hours/day x 60 days x $25/hr ($6000)					
Uploaded Budget	Instructional Practice - Math - Science	5100/210	UNISIG	0.0	5, 730.00
Retirement for before and after school teachers ($38,200 x 15%)					
Uploaded Budget	Instructional Practice - Math - Science	5100/240	UNISIG	0.0	370.00
Worker's Compensation for teachers in after school (38,200 X 1.15)					
Uploaded Budget	Instructional Practice - Math - Science	5100/220	UNISIG	0.0	2, 463.30
FICA ($32,200 x 7.65%)					
Uploaded Budget	Instructional Practice - Math - Science	5900/120	UNISIG	0.0	16, 800.00
Salaries for summer instructional support. (Summer school 4 teachers x 6 hours/day x 20 days x $35/hr = $16,800)					
Uploaded Budget	Instructional Practice - Math - Science	5100/510	UNISIG	0.0	1, 000.00
Materials and supplies to support instruction in ELA, Math and Science for each classroom teacher (paper, pencils, markers, chart paper, crayons, math manipulatives, science lab materials) 12 teachers x $750/teacher)					
Uploaded Budget	Instructional Practice - Math - Science	7900/460	UNISIG	0.0	1, 000.00
Fuel for after school programs					
Uploaded Budget	Instructional Practice - Math - Science	6400/330	UNISIG	0.0	1, 080.00
Travel and registrations for teachers to participate in workshops that may be scheduled through PAEC, FDOE (3 teachers x $36/day per diem x 5 days					
Total	Uploaded Budget				66, 643.30
Plan Budget Total					**66, 643.30**

Gadsden County Schools

GADSDEN ELEMENTARY MAGNET SCHOOL



2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2

C. Demographic Data 5

D. Early Warning Systems 6

II. Needs Assessment/Data Review 10

A. ESSA School, District, State Comparison 11

B. ESSA School-Level Data Review 12

C. ESSA Subgroup Data Review 13

D. Accountability Components by Subgroup 14

E. Grade Level Data Review 17

III. Planning for Improvement 18

IV. Positive Learning Environment 22

V. Title I Requirements (optional) 25

VI. ATSI, TSI and CSI Resource Review 31

VII. Budget to Support Areas of Focus 32

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state’s graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Gadsden Elementary Magnet School strives to provide educational excellence in every classroom, for every student, every day.

Provide the school's vision statement

Our vision is to assist in the development of confident and responsible individuals who aspire to achieve their full potential. We will do this by providing a welcoming, happy, safe, and supportive learning environment in which everyone is equal and all achievements are celebrated.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Germaine Kirkland

browng@gcpsmail.com

Position Title

Principal

Job Duties and Responsibilities

Provides instructional leadership, ensures student learning is a priority, works collaboratively to develop and implement an instructional framework that aligns state standards, best practices, student learning needs and assessments; employs and monitors a decision making process based on the school's vision, mission, and school improvement priorities using facts and data; build and maintain relationships with students, faculty, parents, and the community.

Leadership Team Member #2

Employee's Name
Pierre Lewis

lewisp@gcpsmail.com

Position Title
Assistant Principal

Job Duties and Responsibilities

To assist the school leader with administrative and instructional functions to meet the needs of students and the growth of teachers while carrying out the vision, mission of the school and district.

Leadership Team Member #3

Employee's Name
Shanterria Robinson

robinsonsha@gcpsmail.com

Position Title
Assistant Principal

Job Duties and Responsibilities

To assist the school leader with administrative and instructional functions to meet the needs of students and the growth of teachers while carrying out the vision, mission of the school and district.

Leadership Team Member #4

Employee's Name
Jamila Paul-Jackson

pauljam@gcpsmail.com

Position Title
Guidance Counselor

Job Duties and Responsibilities

Provide counseling to students or teachers and conduct group counseling sessions to help students develop their personal and academic skills. In addition to that, facilitate communication between parents, teachers, administrators, and students about behavior and academic problems.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 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 before the start of school, and members of the team are comprised of faculty and staff who represent the various departments/ subjects of the school. As a team, we draft goals based on previous school year data and challenges. These goals and school-wide areas of focus are then shared school-wide, where feedback and input are 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.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The School Improvement Plan will be monitored monthly by the administrative team, instructional coaches, district support staff, and teacher leaders through classroom walkthroughs, instructional observations, PLCs, student assessment data, and MTSS progress monitoring. Leadership teams will review implementation fidelity, benchmark mastery, and intervention effectiveness to determine next steps. Based on ongoing data analysis, instructional strategies, resources, and professional learning will be adjusted to ensure continuous improvement and increased student achievement.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**COMBINATION** **PK-8**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**94.5%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2025-26: A** **2024-25: A** **2023-24: A** **2022-23: B** **2021-22: A**

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	
School Enrollment	16	10	16	14	12	15	14	13	13	123
Absent 10% or more school days		1				3	6	3	1	14
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment						2	2	1	1	6
Level 1 on statewide Math assessment						2		2		4
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2026-27

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						1	1	1		3

Current Year 2026-27

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

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

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	13	15	13	12	9	13	12	11	13	111
Absent 10% or more school days	4	2		1	4	5	2	3	8	29
One or more suspensions			3		1					4
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment	1		1	1	1	2	1		1	8
Level 1 on statewide Math assessment			4					1		5
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)					1					1
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators			4		2	1	1	1	1	10

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

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

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

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

A. ESSA School, District, State Comparison

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

Data for 2025-26 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	65	43	64	70	40	61	59	32	58
Grade 3 ELA Achievement	62	51	64	75	47	62		45	59
ELA Learning Gains	51	51	62	56	54	61	48	46	59
ELA Lowest 25th Percentile	44	52	55	42	60	55	40	49	54
Math Achievement*	77	47	64	90	42	62	81	37	59
Math Learning Gains	63	53	61	71	54	60	75	50	61
Math Lowest 25th Percentile	86	55	52	77	56	53	79	55	56
Science Achievement	69	39	60	52	33	57	50	21	54
Social Studies Achievement*	92	54	77	100	55	74	83	45	72
Graduation Rate		87	77		86	72		63	71
Middle School Acceleration	100	72	79	100	60	75	91	48	71
College and Career Acceleration		84	61		62	56		89	54
Progress of ELLs in Achieving English Language Proficiency (ELP)					43	61		57	59

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

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

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

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

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	71%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	709
Total Components for the FPPI	10
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	**2024-25**	**2023-24**	**2022-23**	**2021-22**	**2020-21****	**2019-20***
71%	73%	67%	66%	76%	57%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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%
Black/African American Students	71%	No		
Hispanic Students	57%	No		
Economically Disadvantaged Students	61%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	65%	62%	51%	44%	77%	63%	86%	69%	92%	100%			
Black/African American Students	66%	67%	55%	46%	77%	61%	83%	65%	91%	100%			
Hispanic Students	55%		40%		73%	60%							
Economically Disadvantaged Students	59%	60%	39%		75%	61%		69%					

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	70%	75%	56%	42%	90%	71%	77%	52%	100%	100%			
Black/African American Students	70%		56%	42%	87%	73%	83%	52%		100%			
Hispanic Students	64%				100%								
Economically Disadvantaged Students	69%	80%	54%	36%	92%	77%	83%	52%	100%	100%			

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	59%		48%	40%	81%	75%	79%	50%	83%	91%			
Black/African American Students	56%		46%	43%	77%	72%	73%	44%	90%				
Economically Disadvantaged Students	59%		51%	46%	80%	72%	77%	52%	82%				

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

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

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

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	62%	43%	19%	60%	2%
ELA	4	73%	41%	32%	60%	13%
ELA	5	64%	34%	30%	61%	3%
ELA	6	57%	40%	17%	62%	-5%
ELA	7	50%	40%	10%	62%	-12%
ELA	8	75%	40%	35%	60%	15%
Math	3	100%	61%	39%	66%	34%
Math	4	53%	48%	5%	65%	-12%
Math	5	86%	38%	48%	62%	24%
Math	6	36%	47%	-11%	60%	-24%
Math	7	92%	48%	44%	53%	39%
Science	5	57%	27%	30%	60%	-3%
Civics	7	92%	58%	34%	77%	15%
Biology	8	83%	74%	9%	91%	-8%
Algebra	8	100%	67%	33%	84%	16%

III. Planning for Improvement

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

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

Most Improvement

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

The data components showing the most improved was in the area of Science which increased from 52% in 2025 to 69% in 2026. The school was able to implement an online Science component Edmentum: Study Island, which provided state and NGSS aligned independent practice, immediate remediation, and formative assessment tools. The data also showed an improvement in Math, the lowest quartile with an increase of 9% from 2025. This improvement reflects the intentional targeting and tracking of the lowest quartile, small group instruction, the increased use of formative assessments, and standards aligned intervention resources.

Lowest Performance

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

The areas of lowest performance were in the areas of ELA learning gains and the lowest quartile. Contributing factors include a higher proportion of students entering below grade level in reading fluency and comprehension, limited exposure to complex texts, and inconsistent engagement with evidence-based reading interventions in earlier grades. The trend over the past three years shows minimal improvement in this subgroup, indicating a need for sustained and intensified support for students and teachers.

Greatest Decline

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

The greatest decline was seen in ELA Grade 3 and overall Math achievement, with a decrease from the prior year of 13% in both areas. In the area of Grade 3 ELA, students were entering below grade level , with foundational skill gaps in which students struggle with early literacy requirements, such as decoding, reading fluency, and comprehension. In the area of Math, specifically in Grade 6, proficiency decreased from 100% in 2025 to 36% in 2026. The major contributing factor was the absence of a teacher due to medical issues throughout the school year. There is a crucial transition from elementary to middle school math, the test content shifts to reflect higher-level academic expectations.

Greatest Gap

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

The data components that showed the greatest gap when compared to the state average is in the areas of ELA learning gains and ELA lowest quartile with a 11-point difference in both areas. This persistent gap is due to the compounded effects of early reading skill deficits, limited vocabulary development, and a need for more systematic intervention in the foundational grades K-2.

EWS Areas of Concern

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

Based on the early warning data, the areas of greatest concern are chronic absenteeism, specifically in grades 5- 8, and the number of Level 1 students in ELA in the same grades.

Highest Priorities

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

1. Closing the Achievement gap for ELA learning Gains and ELA lowest quartile.
2. Increasing Math Achievement proficiency overall while targeting 6th grade specifically, which decreased by 64% from the prior year.

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

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

Area of Focus #1

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

Gadsden Elementary Magnet School has consistently demonstrated high levels of academic achievement, with students performing above many of their district peers. While overall academic proficiency remains a strength, the school recognizes that high achievement does not automatically equate to continuous academic growth for every student. Therefore, GEMS has identified increasing learning gains in the area of ELA, particularly and among students performing in the lowest 25th percentile, as a priority for continuous school improvement. I

Measurable Outcome

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

In 2026, only 44% of students in the lowest quartile showed gains and only 51% of students in ELA had learning gains. Based on GEMS's 2026 performance data, our goal is to show a 10% percentage point increase for the lowest quartile and a 9%percentage-point increase for overall ELA learning gains. We will go from 44% to 54% of the lowest quartile and from 51% overall learning gains to 60%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The leadership team will implement a systematic approach to monitoring instructional practices and student performance to ensure progress. School leadership and instructional staff will regularly analyze FAST Progress Monitoring (PM1, PM2, and PM3) data, classroom assessments, and benchmark-aligned formative assessments to identify students who are not demonstrating expected academic growth, with particular emphasis on students in the lowest quartile. During Professional Learning Communities (PLCs), teachers will engage in collaborative data analysis to identify specific benchmark deficiencies, develop targeted instructional strategies, and monitor the effectiveness of interventions. The administrative team will conduct ongoing classroom walkthroughs to monitor the

implementation of benchmark-aligned instruction, differentiated instructional practices, checks for understanding, and instructional adjustments based on student performance.

Person responsible for monitoring outcome
Leadership Team

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
GEMS will prioritize explicit, systematic instruction, differentiated small-group instruction, targeted reading interventions, and ongoing formative assessment aligned with Florida's B.E.S.T. Standards. -Grades K–2: Foundational Literacy Skills -Grades 3–5: Reading Comprehension and Foundational Skill Development -Grades 6–8: Advanced Reading Comprehension and Vocabulary Development

Rationale:
The selection of evidence-based interventions, including explicit instruction, differentiated small-group instruction, targeted reading interventions, and ongoing formative assessments, is grounded in research supporting systematic, responsive instruction to address individual learning needs. These practices allow teachers to identify specific skill deficiencies, provide targeted support, address misconceptions, and adjust instruction based on student performance. By implementing these interventions consistently across grade levels, GEMS will strengthen instructional effectiveness, accelerate learning among students in the lowest quartile, and provide opportunities for students already demonstrating proficiency to achieve continued academic growth. This intentional focus supports the school's commitment to increasing overall ELA learning gains from 51% to 60% and learning gains among the lowest quartile from 44% to 54% by the end of the 2026–2027 school year.

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

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

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Data Analysis and Targeted Instructional Planning

Person Monitoring:
Leadership Team

By When/Frequency:
monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will analyze FAST progress monitoring data, diagnostic assessments, and benchmark-aligned formative assessments to identify individual student learning needs, with particular emphasis on students performing in the lowest 25%. During biweekly Professional Learning Communities (PLCs), teachers will identify specific benchmark deficiencies, establish individual student growth

targets, and develop differentiated instructional plans to address identified learning gaps.

Action Step #2
Implementation of Evidence-Based Instructional Practices

Person Monitoring:
Leadership Team

By When/Frequency:
monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will consistently implement explicit instruction, differentiated small-group instruction, and targeted reading interventions aligned with Florida's B.E.S.T. Standards. Instruction will include teacher modeling, guided practice, checks for understanding, corrective feedback, and independent application. Particular emphasis will be placed on addressing the specific reading deficiencies of students in the lowest quartile while maintaining rigorous grade-level instruction for all students.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

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

Area of Focus-Student Attendance

- Based on the early warning data, the area of greatest concern is chronic absenteeism. 32 students(27% of total enrollment) were absent 10% or more of school days. Chronic absenteeism affects all grade levels (K-8), with the highest numbers in grades 1st, 6th, and 7th (16 students total).

Affects on Student Learning:

- Chronic absenteeism negatively impact academic outcomes. Frequent kindergarten absences correlate with lower cognitive skills in early childhood and poorer academic performance at age 15. Consistent absences from kindergarten through 8th grade decrease the chances of pursuing higher education. Chronically absent students are more likely to score lower on standardized tests, perform poorly in overall academic achievement, and face suspension in middle school.
- Chronic absenteeism often lead to disengagement from studies and disconnection from peers and the school community. This isolation can negatively impact a student's well-being and hinder the development of essential social skills and friendships.

Rationale:

- Based on the early warning data, chronic absenteeism is significantly higher than any other early warning indicator. The distribution across grades suggests that this is a schoolwide challenge rather than isolated to one grade.

Measurable Outcome

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

Prior Year Data:

Based on the early warning data, students absent 10% or more school days as follows:
Kindergarten- 4
First grade- 6
Second Grade- 1
Third Grade- 3
Fourth Grade- 1
Fifth Grade- 4
Sixth Grade- 5
Seventh Grade- 5
Eighth Grade- 3

32 students were absent 10% or more school days. This is 27% of total enrollment.

Measurable Outcome:

At the end of 2026-2027 school year, the total percentage of students who were absent 10% or more of school days will decrease from 27% to 13% total enrollment.

Monitoring

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

Monitoring Area of Focus

Each week, attendance data will be gathered and discussed at each weekly data meeting. Each month, attendance data will be gathered for the month and discussed at faculty meetings. Students who miss more than 10% will be assigned a "Check-In/Check-Out adult. Monthly attendance celebrations will recognize and reward students who miss less than 10%.

Student Achievement Outcomes:

Ongoing monitoring of student attendance provides an early warning system to identify students at risk of academic struggles, allowing for timely interventions that improve achievement outcomes. Regular monitoring helps detect patterns of chronic absenteeism, which is a strong predictor of lower grades. By analyzing attendance data, educators can implement targeted strategies to improve

engagement and support, ultimately leading to better educational attainment.

Person responsible for monitoring outcome
Administrative team

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Three Tiers of Intervention- Tier 1 includes all students, expectations, monthly attendance celebrations, letters sent home, phone call home after 3 absences by teacher. Tier 2- students who miss 10% assign Check-In/Check-Out adult staff. Tier 3- students who miss 20%- assign mentor, parent conference.

Rationale:
Using attendance data gathered weekly/monthly, students will move through the 3 Tier process of attendance MTSS.

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

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

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Three tiers of intervention

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

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Tier 1- all students- expectations, monthly attendance celebrations, letters sent home, phone call home after 3 absences by teacher. Tier 2- students who miss 10%-assign Check In/Check Out adult staff. Tier 3- students who miss 20%-assign mentor, parent conference, home visit.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

https://gems.gadsdenschools.org/

Gadsen Elementary Magnet School 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.

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

Gadsden Elementary Magnet School 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. This will be achieved 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 (one-voice calls).

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Gadsden Elementary Magnet School will plan for bell to bell instruction and a strict adherence to following the Master Schedule. Teachers will participate in weekly collaborative planning and PLC's that 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 and School Counselor.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

Gadsden Elementary Magnet School 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.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Gadsden Elementary Magnet School collaborates with the Guidance Counselor, our site-based Social Worker, ESE Resource Teachers, and district ESE department to be able to provide the necessary services to students and their families. Our students will also attend Character Education at least once a week where lessons provided will focus on Pride, Purpose, and Progress. There are also partnering with services/stakeholders outside the school to provide services to targeted students/ groups of most need.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(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 interact with local professionals in the community that introduce them to careers they may or may not be familiar with. Career Day gives our students an opportunity to explore various career options such as dentist, nursing, law enforcement, etc.

We also offer the opportunity for students to earn high school credits in Algebra and Biology.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(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.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(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 Office of Professional Learning, and all other trainings directly related to supporting our school goals.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

To ensure a smooth and successful transition from early childhood education programs to Kindergarten, schools implement a range of strategies designed to support preschool children, their families, and educators. These strategies focus on aligning educational practices, fostering communication, and addressing the developmental needs of young learners. Here's a detailed overview of these strategies:

1. Alignment of Curriculum and Standards

- **Curriculum Continuity:** The school aligns the Kindergarten curriculum with early childhood education programs to ensure a seamless progression. This includes reviewing and integrating foundational skills and developmental milestones from preschool into Kindergarten lesson plans and activities.
- **Early Learning Standards:** The school uses early learning standards to guide curriculum development and ensure that the transition reflects the skills and knowledge gained in preschool. This alignment helps bridge any gaps between preschool and Kindergarten expectations.

2. Communication and Collaboration

- **Transition Meetings:** Regular meetings are held between preschool and Kindergarten teachers to discuss student progress, share information about individual students, and address any concerns. These meetings help ensure that Kindergarten teachers are well-informed about each child's developmental needs.
- **Family Engagement:** The school provides information sessions and workshops for families to help them understand the transition process. This includes explaining what to expect in Kindergarten, how to support their child at home, and addressing any questions or concerns.
- **Personalized Transition Plans:** Individual transition plans are developed for students who

may need additional support. These plans include strategies for addressing specific needs, such as language development, social skills, or behavioral concerns.

3. Familiarization with the Kindergarten Environment

- **School Visits:** Preschools arrange for students to visit the Kindergarten classroom and meet their future teachers. These visits help children become familiar with the new environment, routines, and expectations, reducing anxiety about starting school.
- **Orientation Activities:** The school organizes orientation activities where children and their families can explore the Kindergarten classroom, meet other students, and participate in activities designed to ease the transition.

4. Support for Social and Emotional Development

- **Social Skills Training:** Programs and activities are designed to help preschool children develop social skills such as sharing, taking turns, and following directions. These skills are crucial for a successful transition to Kindergarten.
- **Emotional Support:** The school provides resources and support to help children manage separation anxiety and other emotions associated with starting Kindergarten. This may include counseling services, social-emotional learning programs, and support from school psychologists.

5. Parent and Family Involvement

- **Parent-Teacher Conferences:** Schools hold conferences with parents to discuss their child's progress, address concerns, and provide strategies for supporting their child's transition. These conferences help build strong partnerships between home and school.
- **Parent Education Programs:** The school offers workshops and resources on topics such as early literacy, numeracy, and supporting children's adjustment to Kindergarten. These programs empower parents to support their child's learning and development at home.

6. Professional Development for Educators

- **Training for Preschool and Kindergarten Teachers:** Professional development programs are provided for both preschool and Kindergarten teachers to ensure they understand best practices for facilitating transitions. This includes training on developmental milestones, communication strategies, and collaboration techniques.
- **Shared Planning Time:** Teachers from preschool and Kindergarten have dedicated time to plan together and align their practices. This collaboration helps to ensure that instructional practices and expectations are consistent across both settings.

7. Monitoring and Assessment

- **Transition Assessments:** The school conducts assessments to evaluate how well students are adjusting to Kindergarten. This includes monitoring academic progress, social-emotional development, and overall well-being.
- **Feedback Mechanisms:** Regular feedback is collected from families and teachers about the transition process. This feedback is used to make continuous improvements and address any

issues that arise.

8. Community and Partner Involvement

- **Community Partnerships:** The school collaborates with community organizations and early childhood education providers to support the transition. These partnerships may include sharing resources, coordinating services, and offering joint programs.
- **Referral Services:** For children who need additional support, the school coordinates with community services to provide referrals for counseling, developmental assessments, or other resources as needed.

Overall Integration

These strategies are designed to create a cohesive and supportive transition experience for preschool children moving into Kindergarten. By focusing on curriculum alignment, effective communication, social-emotional support, and family involvement, the school aims to facilitate a smooth transition that sets children up for success in their new educational environment. The goal is to ensure that all students feel prepared, confident, and excited about starting Kindergarten, while also providing the necessary support for those who may need it.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply. **No**

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

Gadsden County Schools

GEORGE W. MUNROE ELEM. SCHOOL



2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2

C. Demographic Data 10

D. Early Warning Systems 11

II. Needs Assessment/Data Review 14

A. ESSA School, District, State Comparison 15

B. ESSA School-Level Data Review 16

C. ESSA Subgroup Data Review 17

D. Accountability Components by Subgroup 18

E. Grade Level Data Review 21

III. Planning for Improvement 22

IV. Positive Learning Environment 30

V. Title I Requirements (optional) 32

VI. ATSI, TSI and CSI Resource Review 41

VII. Budget to Support Areas of Focus 44

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state’s graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

We will provide intentional high-quality instruction that increases student learning and teacher growth through professional collaboration for all learners in a respectful and safe school environment.

Student Friendly- We will learn, grow, and succeed together! Our teachers will provide high-quality instruction and support to help every student reach their goals. We will work together, respect one another, and create a safe and welcoming school where everyone can learn, grow, and do their best.

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 elementary using a T.E.A.M approach.

Student Friendly- At George W. Munroe, we learn, grow, and succeed together! We work hard, respect one another, and help each other become our best. Our teachers help us learn important skills, prepare for the next level, and get ready for our future. We are a T.E.A.M. because Together Everyone Achieves More!

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Pamela Anderson

andersonp@gcpsmail.com

Position Title

Principal

Job Duties and Responsibilities

The principal provides visionary leadership in the design, development, implementation, and evaluation of a comprehensive instructional program and student support services that promote academic excellence and the success of every learner. By strategically optimizing available resources, the principal fosters a safe, caring, inclusive, and enriching school environment where students, staff, and families work collaboratively to achieve high levels of learning and continuous improvement. The principal is responsible for cultivating a culture of excellence, ensuring effective teaching and learning, supporting professional growth, promoting positive relationships, and maintaining a school climate that inspires achievement, respect, and lifelong learning.

Leadership Team Member #2

Employee's Name
Brenda Rittman

rittmanbr@gcpsmail.com

Position Title
Assistant Principal

Job Duties and Responsibilities

Supports the principal in providing instructional and administrative leadership that promotes student achievement and teacher growth. Working collaboratively with staff, families, and the community, helps implement the school's and district's vision, mission, and goals while assisting with daily operations, school safety, student services, and instructional support to ensure a safe, respectful, and successful learning environment for all.

Leadership Team Member #3

Employee's Name
Chinita Bascom

bascomc@gcpsmail.com

Position Title
Guidance Counselor

Job Duties and Responsibilities

Provides academic, social, and emotional support to empower students to reach their full potential. Collaborates with teachers, families, and community partners to identify resources, coordinate interventions, and support students' academic, behavioral, and personal success while fostering a safe, caring, and inclusive school environment.

Leadership Team Member #4

Employee's Name
Brittanica Wilson-Thomas

wilsonb@gcpsmail.com

Position Title
ESE Resource Teacher

Job Duties and Responsibilities

Partners with classroom teachers to support students with exceptional learning needs by providing specialized instruction, accommodations, and effective learning strategies. Collaborates with staff and families to promote student growth, independence, and success in the general education classroom.

Leadership Team Member #5

Employee's Name
Sandra Goodson

goodsons@gcpsmail.com

Position Title
ESE Resource Teacher

Job Duties and Responsibilities

Partners with classroom teachers to support students with exceptional learning needs by providing specialized instruction, accommodations, and effective learning strategies. Collaborates with staff and families to promote student growth, independence, and success in the general education classroom.

Leadership Team Member #6

Employee's Name
Gwendolyn Forehand

forehandg@gcpsmail.com

Position Title
Teacher K-12

Job Duties and Responsibilities

Provide a safe, supportive, and engaging learning environment where all students make academic progress and achieve established learning goals through intentional planning, high-quality instruction, and ongoing assessment. Actively support the school's vision and mission by collaborating with colleagues, participating in leadership and grade-level team meetings, using data to inform

instruction, and fostering positive relationships with students, families, and the school community.

Leadership Team Member #7

Employee's Name
Brandon Hill

hillbrandon@gcpsmail.com

Position Title
Teacher K-12

Job Duties and Responsibilities

Provide a safe, supportive, and engaging learning environment where all students make academic progress and achieve established learning goals through intentional planning, high-quality instruction, and ongoing assessment. Support the school's vision and mission by collaborating with colleagues, participating in leadership and grade-level team meetings, using data to inform instruction, and fostering positive relationships with students, families, and the school community.

Leadership Team Member #8

Employee's Name
Tylisa Chapman-Thomas

chapman-thomast@gcpsmail.com

Position Title
Teacher K-12

Job Duties and Responsibilities

Provide a safe, supportive, and engaging learning environment where all students make academic progress and achieve established learning goals through intentional planning, high-quality instruction, and ongoing assessment. Support the school's vision and mission by collaborating with colleagues, participating in leadership and grade-level team meetings, using data to inform instruction, and fostering positive relationships with students, families, and the school community.

Leadership Team Member #9

Employee's Name
Heather Jones

jonesh@gcpsmail.com

Position Title
Teacher K-12

Job Duties and Responsibilities

Provide a safe, supportive, and engaging learning environment where all students make academic progress and achieve established learning goals through intentional planning, high-quality instruction, and ongoing assessment. Support the school's vision and mission by collaborating with colleagues, participating in leadership and grade-level team meetings, using data to inform instruction, and fostering positive relationships with students, families, and the school community.

Leadership Team Member #10

Employee's Name
Brittany Cohen

cohenbri@gcpsmail.com

Position Title
Teacher K-12

Job Duties and Responsibilities

Provide a safe, supportive, and engaging learning environment where all students make academic progress and achieve established learning goals through intentional planning, high-quality instruction, and ongoing assessment. Support the school's vision and mission by collaborating with colleagues, participating in leadership and grade-level team meetings, using data to inform instruction, and fostering positive relationships with students, families, and the school community.

Leadership Team Member #11

Employee's Name
Linda Battles

battleslinda@gcpsmail.com

Position Title
Teacher K-12

Job Duties and Responsibilities

Provide a safe, supportive, and engaging learning environment where all students make academic progress and achieve established learning goals through intentional planning, high-quality instruction, and ongoing assessment. Support the school's vision and mission by collaborating with colleagues, participating in leadership and grade-level team meetings, using data to inform instruction, and fostering positive relationships with students, families, and the school community.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

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

Before the start of each school year, the school conducts a School Improvement Workshop that brings together representative faculty and staff from all grade levels, departments, and subject areas. Using data from the previous school year, the team identifies areas of need, analyzes challenges, and establishes measurable school improvement goals and priorities.
Once the draft School Improvement Plan is developed, it is shared with faculty and staff for review, feedback, and collaborative input before being finalized. The completed plan is then presented to parents and community stakeholders through School Advisory Council (SAC) meetings, providing opportunities for stakeholders to offer feedback, recommendations, and support.
The school also partners with local businesses, Greek organizations, faith-based organizations, and other community organizations to share school improvement goals and identify meaningful ways to support student success. These partnerships provide valuable resources, ideas, and strategies that strengthen the school's improvement efforts and promote a culture of collaboration, shared responsibility, and continuous growth.

Before the beginning of each school year, the school conducts a comprehensive School Improvement Workshop that brings together representative faculty and staff from all grade levels, departments, and subject areas. This collaborative process ensures that multiple perspectives are included in the development of the school’s improvement priorities. Using data from the previous school year, including student achievement data, progress-monitoring results, attendance, behavior, and other relevant indicators, the team identifies areas of strength and areas in need of improvement. Team members analyze trends, determine contributing factors, and establish measurable goals, objectives, and strategies designed to improve student outcomes.
Following the initial development of the School Improvement Plan, the draft is shared with faculty and staff for review and discussion. Staff members are provided opportunities to examine the identified needs, provide feedback, recommend revisions, and contribute ideas for strengthening the strategies and action steps. This collaborative review process promotes shared ownership and ensures that the plan reflects the needs of students, teachers, and the school community. Feedback is considered before the plan is finalized, and staff members are encouraged to take an active role in implementing and monitoring the identified strategies throughout the school year.

The completed School Improvement Plan is also shared with parents and community stakeholders through School Advisory Council (SAC) meetings and other school communication opportunities. These meetings provide stakeholders with an opportunity to review school improvement priorities, ask questions, provide recommendations, and offer support. The school values the perspectives of families and community members and recognizes that meaningful school improvement requires a partnership between the school, families, and the broader community.

In addition, the school actively develops partnerships with local businesses, Greek-letter organizations, faith-based organizations, civic groups, nonprofit organizations, and other community partners. School improvement goals are communicated to these stakeholders so that partnerships can be aligned with identified student and school needs. Community partners may provide resources, mentorship, enrichment opportunities, volunteers, academic support, incentives, and other services that contribute to student success.

Throughout the school year, the school continues to monitor progress toward its improvement goals through data reviews, faculty discussions, leadership meetings, PLCs, SAC meetings, and other stakeholder engagement opportunities. Adjustments are made when data indicate that strategies are not producing the desired results. This ongoing cycle of planning, implementation, monitoring, reflection, and adjustment ensures that school improvement remains a collaborative and continuous process. Through shared responsibility and active stakeholder involvement, the school works collectively to create a positive learning environment, improve student achievement, address barriers to learning, and promote continuous growth for all students.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The School Improvement Plan (SIP) will be monitored regularly at both the school and district levels to ensure that identified goals, strategies, and action steps are implemented effectively and have a positive impact on student achievement. School leaders will establish grade-level checkpoints and regularly review student performance data to monitor progress toward mastery of state academic standards. Particular attention will be given to students who demonstrate the greatest achievement gaps to ensure that they receive timely, targeted, and appropriate instructional support.

The implementation of the approved core Reading and Mathematics programs will be monitored through administrative observations, classroom walkthroughs, lesson-plan reviews, collaborative planning, and instructional feedback to ensure fidelity of implementation. State-approved Tier II and Tier III intervention programs will also be monitored to determine whether interventions are

addressing identified student needs and producing measurable growth. Data from classroom assessments, progress monitoring, state assessments, and intervention programs will be reviewed regularly to determine whether students are making adequate progress toward established goals. School leaders and teachers will engage in monthly data reviews to identify areas of success, students requiring additional support, and instructional practices or interventions that may need to be adjusted. When data indicate that students are not making expected progress, the school will respond by adjusting instructional strategies, providing additional intervention, reallocating resources, increasing professional learning, or revising action steps as appropriate. Progress toward SIP goals will also be communicated to district leaders to support accountability and alignment.

The school will use ongoing stakeholder feedback as an important part of the continuous improvement process. Teachers, school staff, students, parents and families, the School Advisory Council (SAC), and business and community partners will have opportunities to provide feedback regarding the effectiveness of school improvement strategies and identified student needs. Stakeholder input, combined with student achievement and progress-monitoring data, will be used to determine whether SIP goals and strategies remain appropriate or require revision.

The SIP will be reviewed and revised as necessary throughout the school year based on evidence of implementation and student outcomes. This process ensures that the plan remains responsive to student needs, particularly for students experiencing the greatest achievement gaps, and that resources and supports are directed toward strategies that demonstrate the greatest potential for improving student achievement. Through regular monitoring, collaborative data analysis, stakeholder feedback, and timely adjustments, the school will maintain a continuous cycle of planning, implementation, evaluation, and improvement.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **PK-4**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 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 **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2025-26: C** **2024-25: C** **2023-24: B** **2022-23: C** **2021-22: F**

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	
School Enrollment	81	77	87	76	63					384
Absent 10% or more school days	24	9	14	18	6					71
One or more suspensions	0	3	0	0	0					3
Course failure in English Language Arts (ELA)	2	3	11	17	8					41
Course failure in Math	2	4	14	12	8					40
Level 1 on statewide ELA assessment	0	0	0	8	17					25
Level 1 on statewide Math assessment	0	0	0	3	10					13
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	74	55	82	76	61					348
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0	0					0

Current Year 2026-27

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	24	12	26	33	16					111

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	3	2	12	7	1					25
Students retained two or more times	0	0	1	1	1					3

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	94	103	110	91	76					474
Absent 10% or more school days	44	51	48	41	36					220
One or more suspensions	2	2	3	1	3					11
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment	17	24	43	34	33					151
Level 1 on statewide Math assessment	18	20	45	18	30					131
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	71	24	40	79	27					241
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	41	38	44	44	46					213

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	5	2	4	13	2					26
Students retained two or more times				1	1					2

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

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

A. ESSA School, District, State Comparison

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

Data for 2025-26 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	39	40	62	26	33	59	33	30	57
Grade 3 ELA Achievement	43	39	61	27	35	59	33	36	58
ELA Learning Gains	43	54	63	43	47	60	93	52	60
ELA Lowest 25th Percentile	58	68	58	80	63	56		64	57
Math Achievement*	63	57	66	44	42	64	40	39	62
Math Learning Gains	70	64	64	51	51	63	73	57	62
Math Lowest 25th Percentile	48	59	50	52	55	51		63	52
Science Achievement		35	62		23	58		8	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					55	63		52	61

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

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

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

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

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	52%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	364
Total Components for the FPPI	7
Percent Tested	96%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	**2024-25**	**2023-24**	**2022-23**	**2021-22**	**2020-21****	**2019-20***
52%	47%	54%	41%	29%	35%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	43%	No		
English Language Learners	61%	No		
Black/African American Students	44%	No		
Hispanic Students	61%	No		
Economically Disadvantaged Students	49%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	39%	43%	43%	58%	63%	70%	48%						
Students With Disabilities	22%		25%		56%	67%							
English Language Learners	40%	39%	59%		80%	88%							
Black/African American Students	38%	42%	34%		54%	60%	35%						
Hispanic Students	42%	43%	54%		79%	86%							
Economically Disadvantaged Students	40%	46%	35%	50%	62%	63%	44%						

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	26%	27%	43%	80%	44%	51%	52%						50%
Students With Disabilities	26%	31%	45%		35%	45%							
English Language Learners	26%	33%	38%		48%	38%							50%
Black/African American Students	27%	27%	47%	92%	39%	51%	60%						
Hispanic Students	25%	28%	38%		55%	52%							50%
Economically Disadvantaged Students	25%	24%	45%	79%	44%	52%	56%						53%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	33%	33%	93%		40%	73%							50%
English Language Learners	21%	21%			57%								50%
Black/African American Students	28%	28%			28%								
Hispanic Students	36%	36%			55%								49%
Economically Disadvantaged Students	32%	32%	93%		40%	73%							47%

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

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

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

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	43%	43%	0%	60%	-17%
ELA	4	35%	41%	-6%	60%	-25%
Math	3	67%	61%	6%	66%	1%
Math	4	58%	48%	10%	65%	-7%

III. Planning for Improvement

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

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

Most Improvement

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

This year, the data component that demonstrated the most significant improvement was Mathematics Achievement, which increased from 44% to 63%, representing a 19-percentage-point gain**.** Although this performance remains slightly below the state average of 66%**,** the substantial increase reflects meaningful progress in student achievement.

A major contributing factor to this growth was the presence of certified teachers, particularly in the upper elementary grades. Certified teachers provided consistent, standards-based instruction and implemented instructional practices aligned with the expectations and rigor of the Florida B.E.S.T. Standards.

The second area of significant improvement was Mathematics Learning Gains, which increased from 51% to 70%, representing a 19-percentage-point gain. This growth can be attributed, in part, to the expertise and consistency of the certified third- and fourth-grade teachers. These veteran educators utilized high-impact instructional practices, standards-aligned resources, ongoing data analysis, and targeted instructional strategies to address student needs and increase student achievement.

Overall, the improvement in mathematics achievement and learning gains demonstrates the positive impact of qualified instructional staff, standards-aligned instruction, effective instructional practices, and intentional use of student data to drive teaching and learning.

Lowest Performance

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

The areas that demonstrated the lowest performance were Grade 3 and Grade 4 ELA Achievement, Grade 3 ELA Achievement, and ELA Learning Gains for Grades 3 and 4. Several contributing factors impacted student performance and contributed to the lower outcomes in ELA.

One significant factor was the lack of foundational literacy skills among students entering Grade 3. A number of incoming third-grade students did not demonstrate the prerequisite reading skills needed to successfully access grade-level standards and rigorous third-grade instruction. Additionally, some students entered Grade 3 performing one to two years below grade level, creating significant instructional gaps that required intensive intervention and remediation.

Staffing challenges also impacted ELA instruction. During the school year, a paraprofessional was

assigned to a Grade 3 classroom in place of a certified classroom teacher. This staffing situation presented challenges in providing consistent, grade-level, standards-aligned instruction and targeted support to address students' academic needs.
Student attendance was another contributing factor. Frequent absences and inconsistent attendance resulted in students missing essential reading instruction, intervention, guided practice, and opportunities to demonstrate mastery of grade-level standards. The cumulative effect of these missed instructional opportunities further widened existing learning gaps.

Greatest Decline

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

The area that demonstrated the smallest increase in achievement was Grade 4 ELA, which increased from 24% last year to 35% this year, representing an 11-percentage-point increase. Although this reflects some growth, Grade 4 ELA achievement remains an area of concern and requires additional instructional attention.
One contributing factor was limited instructional time dedicated to ELA. Due to the school’s master schedule, students received the greatest amount of ELA instructional time during the first part of the school day; however, ELA instructional time was significantly reduced during the second part of the day due to scheduling constraints. The limited amount of consistent instructional time reduced opportunities for students to receive grade-level instruction, engage in guided practice, address misconceptions, and receive targeted interventions.

Greatest Gap

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

The greatest achievement gap when compared to the state average is in ELA, particularly in Grades 3 and 4. Grade 3 ELA achievement increased from 25% to 43%, representing an 18-percentage-point gain, while Grade 4 ELA achievement increased from 24% to 35%, representing an 11-percentage-point gain. Although both grade levels demonstrated growth, achievement remains below the state average and continues to be an area of significant concern.
Several factors contributed to the persistent ELA achievement gap. Teacher turnover and staffing instability resulted in disruptions to instructional continuity and consistency. Additionally, the use of substitute teachers in the classroom contributed to lost instructional time and learning loss, as students experienced interruptions in access to consistent, standards-aligned instruction. These challenges made it more difficult to provide sustained, rigorous literacy instruction and targeted interventions necessary to address existing learning gaps.

EWS Areas of Concern

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

1. The number of students with a substantial reading deficiency
2. Attendance below 90%

Highest Priorities

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

1. Increase proficiency in grades 3 and 4 ELA through effective instruction during the school day and in afterschool.
2. Increase proficiency in grades 3 and 4 math during the school day and afterschool.
2. Build instructional teacher capacity in grades 3 and 4 through intentional and collaborative planning.
4. Decrease ther number of students with attendance below 90%.

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

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

Area of Focus #1

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

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

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

The ELA proficiency rate for Grade 3 increased by 18 percentage points, rising from 25% last year to 43% this year, demonstrating meaningful progress in student achievement. Despite this growth, the combined ELA proficiency rate for Grades 3 and 4 was 39%, which remains significantly below the state average of 60%. These results indicate that, while gains have been made, there is still considerable opportunity to improve overall ELA achievement.

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

Students will utilize the core curriculum and an online Edmentum Exact Path supplemental curriculum. Instruction will also place a heavy emphasis on Phonics Instruction and Oral language. All ELA classrooms will use the UFLI(University of Florida Literacy Institute) Phonics program to improve literacy outcomes for children learning to read. UFLI Foundations is an explicit and systematic program that introduces students to the foundational reading skills necessary for proficient reading.

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

Instruction in grades 3 and 4 will focus on filling the gaps for those students with reading deficiencies. Students will have intentional Tier 2 and Tier 3 intervention groups as well as utilizing the core curriculum and the online Edmentum Exact Path supplemental curriculum.

Grades K-2: Measurable Outcome(s)

Students in grades K-2 will increase from PM1 to PM3. FAST Assessments 3x per year as well as monthly progress monitoring.

Grades 3-5: Measurable Outcome(s)

The goal for the 2026-2027 school year is for 40% of Grade 3 students to score at or above the

proficiency level in English Language Arts (ELA). Additionally, the combined ELA proficiency rate for Grades 3 and 4 will increase to 55%, reflecting progress toward closing the achievement gap and moving closer to the state average.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Student progress will be monitored throughout the school year using multiple data sources, including weekly formative assessments, district benchmark assessments, state assessments, and school-wide assessments. Data chats with teachers and students will be conducted regularly to review assessment results, set measurable goals, and monitor progress toward proficiency. During weekly Professional Learning Community (PLC) meetings and data meetings, teachers will analyze student performance, collaborate on lesson planning, and identify evidence-based instructional strategies and targeted interventions to address student needs. The implementation and effectiveness of these strategies will be monitored through ongoing classroom walkthroughs, formal observations, and instructional coaching provided by the administrative team.

Person responsible for monitoring outcome

Pamela Anderson/Brenda Rittman

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

We will continue to implement HMH Into Reading as our core reading program, with Magnetic Reading serving as a supplemental resource to provide targeted intervention and enrichment. Beginning at mid-year, second-grade students will also participate in Magnetic Reading to strengthen foundational literacy skills and help close learning gaps before transitioning to third grade. Student assessment data will be consistently tracked, analyzed, and mapped to identify fragile learners and students in the lowest 25%. This data-driven approach will guide differentiated instruction, targeted small-group interventions, and progress monitoring. Identified students will receive additional instructional support during the school day as well as through afterschool intervention programs to accelerate learning and improve reading proficiency.

Rationale:

HMH Into Reading and Magnetic Reading meet Florida's definition of evidence-based instructional programs and are fully aligned to the Florida B.E.S.T. (Benchmarks for Excellent Student Thinking) Standards. These programs provide high-quality, standards-aligned instruction and targeted intervention designed to improve student literacy outcomes through explicit, systematic, and data-informed instructional practices.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

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

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Collaborative Planning

Person Monitoring:
Pamela Anderson/Brenda Rittman

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administrators will collaborate with teachers across all grade levels to plan high-quality, standards-aligned instruction and share or model research-based instructional strategies and resources that maximize student achievement. During these collaborative planning sessions, teachers will analyze student data, review and align instructional tasks to the Florida B.E.S.T. Standards, identify student misconceptions, and develop targeted small-group instruction to address individual learning needs. Ongoing collaboration will ensure instructional consistency, promote the sharing of best practices, and support continuous improvement in teaching and learning.

Action Step #2
Classroom Walkthroughs/Observations

Person Monitoring:
Pamela Anderson/Brenda Rittman

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administrators will conduct regular classroom walkthroughs and formal observations to monitor the implementation of standards-aligned instruction and evidence-based instructional practices. Observation data will be used to provide timely, actionable feedback, identify areas of strength and growth, and guide ongoing professional development and instructional coaching. The walkthrough process will ensure fidelity to the Florida B.E.S.T. Standards, effective implementation of the adopted curriculum, and the consistent use of high-impact instructional strategies that promote student achievement.

Action Step #3

Person Monitoring:

By When/Frequency:

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

Area of Focus #2

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each

relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

This year's mathematics data identified areas requiring continued improvement, particularly fourth-grade mathematics achievement, with 58% of students demonstrating proficiency, and overall grades third and fourth mathematics learning gains for students in the lowest quartile, which was 48%.

Measurable Outcome

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

For the 2026–2027 school year, the school will increase mathematics achievement by 10 percentage points in the identified priority areas. Specifically, fourth-grade mathematics proficiency will increase from 58% to 68%, and mathematics learning gains for students in the lowest quartile will increase from 48% to 58%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Multiple data sources will be monitored throughout the school year, including weekly formative assessments, district benchmark assessments, state assessments, and school-based assessments. Assessment data will be analyzed regularly to monitor student progress, identify instructional needs, and inform timely interventions. Through ongoing data chats with both teachers and students, measurable goals will be established, reviewed, and adjusted based on assessment results. During weekly Professional Learning Community (PLC) meetings and data analysis sessions, teachers will collaboratively analyze student performance, share evidence-based instructional strategies, and plan differentiated instruction to address identified learning gaps. Administrators and instructional leaders will support this process by facilitating collaborative planning, providing instructional coaching, and monitoring the implementation of agreed-upon strategies through regular classroom walkthroughs and formal observations. Feedback from these observations will be used to strengthen instructional practices and ensure continuous improvement in student achievement.

Person responsible for monitoring outcome

Pamela Anderson/Brenda Rittman

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

We will continue to implement Go Math as our core mathematics program, with i-Ready and Acaletics

serving as supplemental resources to provide targeted intervention, skill reinforcement, and enrichment. These programs support standards-aligned instruction and help address individual student learning needs through differentiated practice and progress monitoring. Student assessment data will be consistently tracked, analyzed, and mapped to identify fragile learners and students in the lowest 25%. This data-driven approach will guide differentiated instruction, targeted small-group interventions, and ongoing progress monitoring to ensure instruction is responsive to student needs. Identified students will receive additional mathematics support during the instructional day through intervention blocks and small-group instruction, as well as through afterschool intervention programs designed to accelerate learning and improve mathematics proficiency.

Rationale:

Tier of Evidence-based Intervention:

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

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Collaborative Planning

Person Monitoring:	**By When/Frequency:**
Pamela Anderson/Brenda Rittman	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administrators will collaborate with teachers across all grade levels to plan high-quality, standards-aligned mathematics instruction and share or model evidence-based instructional strategies and resources that maximize student achievement. During these collaborative planning sessions, teachers will analyze student data, review and align instructional tasks to the Florida B.E.S.T. Mathematics Standards, identify student misconceptions, and develop targeted small-group instruction to address individual learning needs. Teachers will also collaboratively plan differentiated lessons, common formative assessments, and intervention strategies to ensure all students receive the support necessary to demonstrate academic growth. Ongoing collaboration will promote instructional consistency, the sharing of best practices, and continuous improvement in mathematics teaching and learning.

Action Step #2
Classroom Walkthroughs/Observations

Person Monitoring:	**By When/Frequency:**
Pamela Anderson/Brenda Rittman	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Classroom walkthroughs and observations will be conducted regularly by administration to monitor the implementation of standards-aligned instruction and evidence-based instructional practices. Observation data will be used to provide timely feedback, identify areas of strength and opportunities for growth, and support continuous instructional improvement. Administrators will ensure that mathematics instruction aligns with the Florida B.E.S.T. Standards, the adopted curriculum, and high-impact teaching strategies that promote student engagement and academic achievement. Feedback

from walkthroughs and observations will guide instructional coaching, professional learning opportunities, and adjustments to instructional practices to better meet the needs of all learners.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

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

In 2025-2026 220 students were identified as having attendance below 90%. This shows that 40% of students in grades K-4 and 50% of students in grades 3rd and 4th alone are missing critical core instruction which leads to larger gaps in their progress as well as their academic performance.

Measurable Outcome

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

We plan to decrease the number of students below 90% attendance by 20% for the 2026-2027 year.

Monitoring

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

The school will maintain accurate daily attendance records by monitoring student tardiness, absences, and patterns of early dismissals that occur during instructional time. Attendance data will be reviewed daily by the Guidance Counselor and Social Worker to identify trends, address barriers to attendance, and provide timely support to students and families.
The school will communicate attendance expectations and concerns to parents and guardians through multiple platforms, including Skylert notifications, school-posted signage, and informational flyers sent home. Teachers will be responsible for accurately documenting daily attendance, monitoring student attendance patterns, and completing appropriate referrals when students are at risk of being considered truant. Through consistent attendance monitoring and family engagement, the school will work to improve student attendance and maximize instructional time for all learners.

Person responsible for monitoring outcome

Pamela Anderson/Brenda Rittman

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the

evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

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

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Utilize our Social Worker to reach out to parents of those students who have attendance concerns to conduct home visits, support, and/or resources.

Person Monitoring:	**By When/Frequency:**
Pamela Anderson/Brenda Rittman	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The Social Worker will provide a report at the end of each week which documents actions taken such as phone calls, home visits, etc. This report will be shared with a collaborative team consisting of an Administrator, Guidance Counselor, and Social Worker.

Action Step #2
Daily Tracking and Monitoring

Person Monitoring:	**By When/Frequency:**
Pamela Anderson/Brenda Rittman	Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
There will be a tracking log for tardies and those students who are picked up early. The school data secretary will check to ensure all teachers have completed attendance by 9 am daily and mark those who come afterwards as tardy.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

https://gwmes.gadsdenschools.org/

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 virual 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.

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 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. This will be achieved through 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(one-voice calls).

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(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 development to support teacher growth and student needs. There will be mandatory uninterrupted instructional time so teachers can focus on teaching and student learning. As a school we will provide small group instruction that addresses differentiation for students who are fragile learners and those that will benefit from enrichment and acceleration. All efforts will be supported by the Administrative Team, Instructional Coaches, School Counselor and Interventionists.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

George W. Munroe will ensure all programs used are state evidence-based progams for core and interventions. Our school ensures that all students with disabilities and English Language Learners are allowed the required accomodations 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.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(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.

George W. Munroe Elementary School is committed to supporting the whole child by providing counseling, school-based mental health services, specialized support services, mentoring opportunities, and social-emotional learning experiences that help students develop skills beyond the academic subject areas. The school recognizes that students' academic success is closely connected to their social, emotional, behavioral, and personal well-being. Therefore, a collaborative system of support is provided to address the individual needs of students and their families.

The Guidance Counselor, Site Social Worker, ESE Resource Teachers, District ESE Department, and the District Head Start/PreK Mental Health Program work collaboratively to identify students who may need additional support and to connect them with appropriate services. Through regular communication and collaboration, these staff members assist students with social-emotional development, behavior concerns, attendance barriers, family needs, transitions, peer relationships, and other challenges that may interfere with their ability to be successful at school. When concerns are identified, staff members work with students and families to determine appropriate interventions, resources, referrals, and follow-up services.

The Guidance Counselor provides individual and small-group support focused on areas such as coping skills, conflict resolution, responsible decision-making, self-awareness, relationship skills, and positive behavior. Students may receive support based on identified needs, teacher referrals, parent concerns, or other school-based data. The Site Social Worker further strengthens the school's support system by helping address barriers that may affect students and families, connecting families with available community resources, and supporting students' overall well-being.

Students receiving exceptional student education services are supported by ESE Resource Teachers and the District ESE Department. These staff members collaborate with classroom teachers, families,

and other school personnel to ensure that students receive services and accommodations consistent with their individual needs and educational plans. This collaborative approach helps students develop independence, self-advocacy, appropriate social skills, and other skills necessary for success in school and beyond.

George W. Munroe also provides Character Education at least once each week. Character Education lessons focus on helping students become responsible, respectful, caring, and productive members of the school community. Students learn what it means to be a good “Pirate citizen” by developing positive character traits, demonstrating respect for others, accepting responsibility for their choices, and contributing positively to the school environment. Lessons and activities also incorporate social-emotional learning (SEL) skills, including self-management, empathy, relationship-building, responsible decision-making, and effective communication.

In addition to school-based services, the District Head Start/PreK Mental Health Program provides specialized support for younger students and their families. Collaboration among school personnel and district providers helps ensure that concerns are identified early and that students receive appropriate support as they transition into and progress through school.

Through this coordinated system of counseling, mental health services, specialized support, mentoring, Character Education, and SEL activities, George W. Munroe addresses students' needs beyond academics. The school remains committed to creating a safe, supportive, and inclusive environment where every student can develop the social, emotional, behavioral, and life skills necessary to become a successful and responsible member of the school and community.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students’ access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(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 with. Career Day gives our young students an opportunity to explore various career options such as dentist, nursing, law enforcement, etc.

George W. Munroe Elementary School recognizes that career awareness and preparation begin at an early age. As a PreK–4 school, our students are at an impressionable stage of development when they are beginning to discover their interests, strengths, talents, and aspirations. The school provides age-appropriate opportunities for students to learn about careers, develop an understanding of the world of work, and recognize the connection between their education and future opportunities.

One of the primary ways George W. Munroe promotes career awareness is through an annual Career Day Fair. This event provides students with the opportunity to interact directly with local professionals

and community members who represent a variety of career fields. Career Day exposes students to careers they may already know about as well as professions with which they may be unfamiliar. Presenters share information about their careers, explain the education and training required, discuss the responsibilities associated with their work, and encourage students to begin thinking about their own interests and future goals.

Students have the opportunity to explore careers such as dentistry, nursing, law enforcement, education, emergency services, business, and other professional and skilled occupations. These interactive experiences allow students to ask questions, engage with professionals, and develop a broader understanding of the many career pathways available to them. Career Day also helps students recognize that the skills they are developing in elementary school—including communication, problem-solving, collaboration, responsibility, perseverance, and critical thinking—are important skills that will be needed in future careers.

Career awareness is also reinforced through classroom instruction, Character Education, social-emotional learning activities, mentoring opportunities, and discussions with school staff and community partners. Teachers encourage students to identify their strengths and interests and to connect those interests to different careers. Students are encouraged to understand the importance of attending school regularly, working hard, setting goals, making responsible choices, and developing positive relationships as foundational steps toward future success.

The school also works to establish relationships with local businesses, community organizations, public service agencies, and other professionals to broaden students' exposure to the workforce. These partnerships provide opportunities for guest speakers, career presentations, demonstrations, and other experiences that help students see how academic learning is applied in real-world settings.

Although George W. Munroe serves students in PreK–4 and does not offer high school-level career and technical education courses or opportunities to earn postsecondary credit, the school recognizes the importance of beginning the college- and career-awareness process early. By exposing students to diverse careers and helping them understand the connection between education, personal interests, skills, and future opportunities, the school establishes a strong foundation for continued career exploration as students advance to middle school, high school, postsecondary education, and the workforce.

Through these intentional experiences, George W. Munroe Elementary School helps students begin developing the knowledge, confidence, curiosity, and skills necessary to envision successful futures and understand that their education is an important first step toward achieving their long-term goals.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(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 from the "Pirate Treasure Chest" as an incentive and reinforcement for positive behavior.

George W. Munroe Elementary School implements a schoolwide tiered system of support to prevent, identify, and address problem behaviors while providing early intervention to students who may need additional behavioral, social-emotional, or academic support. The school utilizes the Multi-Tiered System of Supports (MTSS) process to ensure that students receive appropriate interventions based on their individual needs. This process emphasizes early identification, data-based decision-making, collaboration among school personnel, and ongoing progress monitoring.
The Guidance Counselor and Site Social Worker play an important role in facilitating behavioral and social-emotional supports for students. When concerns are identified through teacher observations, discipline data, attendance concerns, parent communication, or other school-based information, students may receive targeted interventions such as individual counseling, small-group counseling, social-emotional support, mentoring, behavior check-ins, and other appropriate interventions.
Teachers and support staff work collaboratively to monitor student progress and determine whether interventions should be continued, adjusted, intensified, or discontinued based on student response.
As part of the school's Positive Behavioral Interventions and Supports (PBIS) efforts, George W. Munroe is implementing a positive reinforcement system designed to recognize and encourage appropriate student behavior. Students have opportunities to earn "Pirate Bucks" for demonstrating positive behaviors, following school expectations, showing respect, making responsible choices, and being a positive member of the school community. Students may use their Pirate Bucks to shop from the "Pirate Treasure Chest." This system provides students with immediate and meaningful recognition for positive choices while reinforcing the behavioral expectations established throughout the school.
The school's tiered model includes universal supports provided to all students, targeted interventions for students who demonstrate emerging or recurring concerns, and more intensive individualized supports for students with significant or persistent needs. Schoolwide expectations are explicitly taught, reinforced, and monitored so that students understand what appropriate behavior looks like across classrooms and common areas. Data are reviewed regularly to identify patterns and determine whether additional supports are needed.
George W. Munroe also coordinates behavioral and early intervening services with the Individuals with Disabilities Education Act (IDEA) and the district's exceptional student education (ESE) processes. When a student demonstrates persistent academic, behavioral, developmental, or social-emotional concerns despite appropriate interventions, the school follows established MTSS procedures to document interventions, monitor progress, and determine appropriate next steps.

School personnel collaborate with ESE staff, families, district personnel, and other appropriate service providers when considering whether a student may require additional specialized services or evaluation.
The school recognizes that early intervention is essential to preventing behavioral concerns from becoming more significant barriers to learning. Through MTSS, PBIS, counseling, social-emotional support, family collaboration, progress monitoring, and coordination with ESE services, George W. Munroe provides a comprehensive system of support designed to address student needs early. These efforts promote positive behavior, strengthen students' social-emotional skills, reduce barriers to learning, and create a safe, supportive, and productive learning environment for every student.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Teachers will participate in weekly Professional Learning Communities that focus on Standards Based Planning, Standards Based Instuction, Conditions for Learning, and Professional Responsibilities in an efort 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.

George W. Munroe Elementary School is committed to providing meaningful professional learning opportunities that strengthen instructional practices, build teacher capacity, improve the use of student data, and support the recruitment and retention of highly effective educators. Professional learning is aligned with the School Improvement Plan, student needs, and identified areas for professional growth.
Teachers participate in weekly Professional Learning Communities (PLCs) focused on four key areas: Standards-Based Planning, Standards-Based Instruction, Conditions for Learning, and Professional Responsibilities. PLCs provide teachers with opportunities to collaborate, strengthen content knowledge, analyze student work, share effective instructional practices, and develop strategies to address student needs. Teachers use academic assessment and progress-monitoring data to identify trends, determine areas requiring additional instruction, identify students needing intervention or enrichment, and adjust instruction accordingly.
Paraprofessionals and other school personnel are also encouraged to participate in professional learning designed to strengthen their ability to support classroom instruction and student success. Training may address classroom management, student engagement, intervention strategies, social-emotional learning, supporting diverse learners, and other areas identified through school and district needs.

In addition to school-based PLCs, teachers and staff participate in professional learning opportunities provided through the Panhandle Area Educational Consortium (PAEC), the district, and other approved training providers. Staff members are encouraged to participate in professional development directly connected to school improvement goals, including literacy, mathematics, assessment, intervention, exceptional student education, technology, and other identified areas of need.

George W. Munroe also promotes a supportive professional culture through collaboration, mentoring, coaching, and shared leadership. New teachers are provided opportunities to work with experienced staff and receive ongoing support as they become familiar with school expectations and instructional practices.

Through consistent professional learning, collaborative PLCs, data-driven decision-making, and professional support, the school builds staff capacity and promotes continuous improvement. These efforts strengthen instruction, improve student outcomes, and contribute to a positive professional environment that supports the recruitment, development, and retention of effective teachers and school personnel.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(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 the smooth transition into our elementary school program.

George W. Munroe Elementary School recognizes that the transition from early childhood education programs to elementary school is an important developmental milestone for preschool children and their families. The school works collaboratively with local daycares, learning centers, and early childhood programs to help ensure that children enter kindergarten prepared for a successful school experience.

As Principal, the school shares school-readiness checkpoints, developmental milestones, and expectations with local preschool providers to help ensure that children are developing the academic, social-emotional, communication, and self-help skills needed for a smooth transition into elementary school. Information focuses on areas such as early literacy, early mathematics, following directions, communication, independence, social skills, and positive classroom behaviors.

The school also encourages communication among preschool providers, school personnel, and families to identify student needs early and provide appropriate support. Families are provided with information regarding school expectations, registration, routines, and resources to help prepare their children for kindergarten.

Through these partnerships, George W. Munroe seeks to establish continuity between preschool and elementary school experiences. Sharing readiness expectations and developmental milestones allows early childhood providers to reinforce important skills before students enter kindergarten. The school remains committed to building strong relationships with local early learning programs and families so that children experience a welcoming, organized, and supportive transition into elementary school.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

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 meetings among school and community stakeholders.

George W. Munroe Elementary School works collaboratively with district leaders to regularly review the use of school and district resources to ensure they are aligned with the identified needs of students. Resource decisions are guided by data analysis, including student achievement data, progress-monitoring results, attendance, behavior, intervention data, and other relevant indicators. School leadership and district personnel monitor the implementation of identified strategies and programs to ensure that resources are being used effectively and in accordance with established district protocols. The school reviews whether instructional materials, intervention programs, personnel, professional learning, and other resources are producing the intended outcomes for students. When data indicate that adjustments are needed, school and district leaders work together to modify strategies, reallocate resources, or provide additional support.
Information regarding school improvement efforts, resource use, and student outcomes is collected and reviewed throughout the school year. Relevant information is shared with appropriate stakeholders and discussed through School Advisory Council (SAC) meetings, district leadership meetings, and school board meetings. These opportunities promote transparency and allow school and community stakeholders to provide feedback and recommendations.
Through this ongoing cycle of data analysis, monitoring, collaboration, and reflection, George W. Munroe ensures that available resources are strategically used to address student needs and support continuous improvement in student outcomes.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

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.

This year, we will continue to participate in the Florida Center for Reading Research (FCRR) Optimizing Phonological Awareness Learning (OPAL) project, which focuses specifically on strengthening phonemic awareness(PA) instruction.

We will continue using UFLI Foundations in K-2 this year, an explicit and systematic program that teaches students the foundational skills necessary for proficient reading. It follows a carefully developed scope and sequence designed to ensure that students systematically acquire each skill needed and learn to apply each skill with automaticity and confidence.

Magnetic Reading is a comprehensive foundational skills program that delivers explicit, systematic foundational skills instruction in grades K-2.

Evidence-based practices used will provide interventions through small groups and/or one on one from teacher, support staff, and ESOL support.

Rationale

We use data from multiple data points to identify student needs such as standardized test scores, classroom observations, formative assessments, and even anecdotal records. Using evidenced based programs supports our efforts to bridge academic gaps for our struggling readers.

George W. Munroe Elementary School will use multiple evidence-based resources and interventions throughout the 2026–2027 school year to address identified reading needs, particularly in the area of foundational literacy skills. **KPALS** will support students in developing phonemic awareness, letter-sound recognition, sight-word reading, and decoding skills, providing students with a strong foundation for reading success.
The school will continue participating in the **Florida Center for Reading Research (FCRR) Optimizing Phonological Awareness Learning (OPAL) Project**, which focuses on strengthening phonemic awareness instruction. **UFLI Foundations** will continue to be implemented in grades K–2 through explicit, systematic instruction aligned to a carefully developed scope and sequence. **Magnetic Reading** will also support foundational skills instruction through explicit and systematic literacy practices.
Student needs will be identified and monitored using multiple data sources, including FAST assessments, classroom formative assessments, progress-monitoring data, teacher observations, student work, and other available assessment information. Data will be reviewed regularly during PLCs and data meetings to identify students requiring additional support and to monitor growth. Evidence-based interventions will be provided through small-group and one-on-one instruction delivered by classroom teachers, support staff, and ESOL personnel. Progress will be monitored

throughout the school year, and instructional strategies and interventions will be adjusted as needed to close identified reading gaps and increase student proficiency.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply. **No**

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

Gadsden County Schools

GREENSBORO ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2

C. Demographic Data 8

D. Early Warning Systems 9

II. Needs Assessment/Data Review 12

A. ESSA School, District, State Comparison 13

B. ESSA School-Level Data Review 14

C. ESSA Subgroup Data Review 15

D. Accountability Components by Subgroup 16

E. Grade Level Data Review 19

III. Planning for Improvement 20

IV. Positive Learning Environment 32

V. Title I Requirements (optional) 38

VI. ATSI, TSI and CSI Resource Review 43

VII. Budget to Support Areas of Focus 44

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state’s graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Greensboro Elementary School is committed to ensuring that all students have access to diverse high quality educational experiences and authentic learning experiences and are well prepared for challenges and opportunities of a rapidly changing world.

Student Friendly-Greensboro Elementary School is committed to ensuring that all students have access to diverse high quality educational experiences and authentic learning experiences and are well prepared for challenges and opportunities of a rapidly changing world.

Provide the school's vision statement

Greensboro Elementary School envisions a supportive and inclusive community where every student is inspired to grow academically, develop strong character, and prepare for a successful future as a lifelong learner and responsible citizen.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Catina Simmons-Russ

simmons-russc@gcpsmail.com

Position Title

Principal

Job Duties and Responsibilities

Supervise the operation and management of all activities and functions at the school. Provide

instructional leadership and supervision for student achievement. Manage and administer the development, implementation, and assessment of the instructional programs. Manage and administer personnel development through training, in-service and other developmental activities.

Leadership Team Member #2

Employee's Name
Rena Nelson

nelsonr@gcpsmail.com

Position Title
Instructional Coach

Job Duties and Responsibilities

The Instructional Coach plays a vital role in the school improvement process by supporting teachers in implementing effective reading strategies and practice. Responsibilities include providing targeted professional development, modeling best practices in literacy instruction, and offering personalized coaching to enhance teachers' instructional skills. The Instructional Coach collaborates with teachers to analyze student data, identify areas of need, and develop intervention plans that support all learners, particular1y those struggling with reading. The Instructional Coach also works closely with the administration to align reading instruction with school-wide goals curricular standards. By fostering a culture of continuous learning and improvement, the Instructional Coach helps ensure that every student can develop strong literacy skills, contributing to overall academic success.

Leadership Team Member #3

Employee's Name
Jeanne Gunn

gunnj@gcpsmail.com

Position Title
School Counselor

Job Duties and Responsibilities

Use school counseling research-based standards and competencies to inform the implementation of a comprehensive school counseling framework. Implement a developmentally appropriate school counseling curriculum to all students. Collaborate with teachers, families and other staff on early identification and intervention of children's academic and social-emotional needs. Make referrals to appropriate school and community resources. Work collaboratively with school psychologists. social workers, school nurses, ESE staff and other agencies to provide multi-tiered systems of supports to students and families.

Leadership Team Member #4

Employee's Name
Dawn Weeks

weeksd@gcpsmail.com

Position Title
Exceptional Student Education (ESE) Chair

Job Duties and Responsibilities

The ESE Resource Teacher functions as a specialized instructor and case manager who primarily delivers targeted pull-out services and inclusion support to students with disabilities. Daily responsibilities center on providing small-group or one-on-one specially designed instruction (SDI) in foundational skills like reading, math, phonological awareness, and behavior; developing, implementing, and monitoring IEPs-including PLAAFP statements, measurable SMART goals, accommodations, modifications, progress tracking (e.g., Edmentum, STAR data), and ESY recommendations-while maintaining Least Restrictive Environment (LRE) compliance; creating and using visual supports, work systems, schedules, and UDL-based differentiated materials; conducting assessments, FBAs, BIPs, and data-driven adjustments; collaborating with general education teachers for co-planning and classroom accommodations; facilitating MTSS/RTI processes; communicating progress with families through reports and conferences; and handling additional duties such as hospital/homebound instruction, eligibility/IEP meetings, professional development (e.g., ASD endorsement), and school-wide events. The role emphasizes early intervention, building independence through evidence-based practices, and ensuring equitable access in a small, high-needs Title I environment.

Leadership Team Member #5

Employee's Name
Sallie Murphy

murphys@gcpsmail.com

Position Title
Assistant Principal

Job Duties and Responsibilities

The Assistant Principal serves as an instructional leader who supports the principal in the daily operation of the school while promoting academic excellence, positive school culture, and continuous improvement. Responsibilities include conducting classroom observations, providing instructional coaching and feedback, monitoring curriculum implementation and student achievement data, supporting teacher development, and fostering a safe, inclusive, and engaging learning environment

for all students and staff. The Assistant Principal also serves as the Chair of the School-Based Threat Management Team (SBTMT), coordinating and facilitating all threat management meetings, leading required school safety drills, ensuring compliance with state and district safety requirements, and collaborating with stakeholders to maintain a secure and orderly school environment that supports student success.

Leadership Team Member #6

Employee's Name
Erica Bates-Jackson

jacksone@gcpsmail.com

Position Title
Teacher Leader

Job Duties and Responsibilities

The Teacher serves as an instructional leader and collaborative member of the school leadership team by providing a high-quality learning environment that supports the intellectual, social, emotional, and academic growth of all students. In addition to delivering standards-aligned instruction, the teacher analyzes and disaggregates student achievement data to inform Tier 1 instruction, identify student needs, and support targeted interventions that improve student outcomes.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

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

When creating the School Improvement Plan, stakeholder involvement is critical. The process for stakeholder involvement at GBES includes but is not limited to faculty meetings with staff, pre-planning events with staff, surveys (parents, students, and teachers), data review/analysis, and community meetings that involve all stakeholders. Input from all of these entities were gathered and reviewed to assist with development of the SIP. These entities were utilized to gather data and analyze trends that would help to identify strengths, weaknesses, areas of growth, and barriers that need to be addressed within the School Improvement Plan.
Stakeholder involvement is a critical component of the School Improvement Plan (SIP) development

process at Greensboro Elementary School (GBES). The school is committed to ensuring that the voices, perspectives, and experiences of all stakeholders are considered when identifying priorities and developing strategies to improve student achievement and overall school success.
The stakeholder involvement process at GBES includes, but is not limited to, faculty and staff meetings, pre-planning activities, parent and family engagement opportunities, student and teacher surveys, data review and analysis, grade-level and professional learning community discussions, and community meetings involving various stakeholders. These opportunities provide stakeholders with meaningful avenues to share concerns, identify successes, offer recommendations, and contribute ideas for continued school improvement.
Information gathered from these various sources was reviewed collectively to identify strengths, areas of need, trends, opportunities for growth, and potential barriers impacting student achievement and school performance. Academic and school-based data were analyzed to help identify areas requiring additional attention and to ensure that improvement priorities were aligned with the needs of students and the school community.
GBES values the contributions of its stakeholders and recognizes that sustainable school improvement requires a shared commitment and collective responsibility. Stakeholder feedback and data were used to guide the development of goals, strategies, action steps, and measurable outcomes within the SIP. Moving forward, GBES will continue to engage stakeholders throughout the implementation and monitoring process to evaluate progress, celebrate successes, address challenges, and make adjustments as needed to ensure continuous improvement and positive outcomes for all students.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

Monitoring the SIP for its effectiveness and impact on increasing student achievement will begin with the school's leadership team. The team will follow a step-by-step process to ensure that the school is meeting targets and achieving goals that were set within the SIP. In addition, monitoring will take place at the beginning of the year, mid-year, and at the end of the school year. A review process will be used to monitor progress of the school and possible changes tha
Monitoring the School Improvement Plan
Monitoring the effectiveness and impact of the School Improvement Plan (SIP) on student achievement will begin with the GBES Leadership Team and will involve teachers, instructional staff, support personnel, and other stakeholders throughout the school year. The leadership team will follow

a systematic, step-by-step process to ensure that SIP goals, strategies, action steps, and performance targets are being implemented as intended and are producing measurable results.
SIP progress will be monitored at multiple points throughout the school year, including the beginning of the year, mid-year, and end of year. During each review period, the leadership team will examine relevant student achievement data, progress-monitoring results, classroom data, attendance, behavior, intervention data, and other indicators aligned to the school's identified priorities. This information will be used to determine whether students are making expected progress toward established targets.
The review process will include data analysis, progress monitoring, stakeholder feedback, and reflection on the effectiveness of implemented strategies. Leadership and instructional teams will identify areas of success, areas requiring additional support, and any barriers that may be affecting progress. Teams will use this information to determine whether current strategies should be continued, strengthened, modified, or replaced.
If data indicate that a goal or strategy is not producing the desired results, GBES will make timely, data-driven adjustments to improve implementation and increase student outcomes. Progress toward SIP goals will be communicated with stakeholders to promote transparency, shared accountability, and collective ownership of school improvement.
At the conclusion of each monitoring cycle, the leadership team will document progress, identify next steps, and establish specific actions for continued improvement. This ongoing cycle of plan, implement, monitor, analyze, adjust, and reflect will ensure that the SIP remains a living document that responds to student needs and supports continuous improvement throughout the school year.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **PK-3**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**CSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**ENGLISH LANGUAGE LEARNERS (ELL)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)*** **HISPANIC STUDENTS (HSP)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2025-26: D** **2024-25: C** **2023-24: B** **2022-23: A** **2021-22: B**

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	
School Enrollment	43	40	47	53						183
Absent 10% or more school days	12	9	6	9						36
One or more suspensions	0	1	2	0						3
Course failure in English Language Arts (ELA)	1	2	4	2						9
Course failure in Math	1	2	6	2						11
Level 1 on statewide ELA assessment	0	0	0	7						7
Level 1 on statewide Math assessment	0	0	0	3						3
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	42	39	29	53						163
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0						0

Current Year 2026-27

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	11	11	10	13						45

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	3	1	7						12
Students retained two or more times	0	2	2	0						4

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	45	55	54	57						211
Absent 10% or more school days	18	21	22	14						75
One or more suspensions	4	2	3	4						13
Course failure in English Language Arts (ELA)	4	3	3	5						15
Course failure in Math	2	2	4	5						13
Level 1 on statewide ELA assessment	6	21	13	7						47
Level 1 on statewide Math assessment	5	16	10	4						35
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	6	13	7	5						31
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	1	9	6	3						19

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	14	25	23	19						81

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	7	12	6	17						42
Students retained two or more times		1		1						2

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

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

A. ESSA School, District, State Comparison

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

Data for 2025-26 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	24	40	62	41	33	59	32	30	57
Grade 3 ELA Achievement	24	39	61	41	35	59	32	36	58
ELA Learning Gains		54	63		47	60	50	52	60
ELA Lowest 25th Percentile		68	58		63	56		64	57
Math Achievement*	73	57	66	45	42	64	73	39	62
Math Learning Gains		64	64		51	63	100	57	62
Math Lowest 25th Percentile		59	50		55	51		63	52
Science Achievement		35	62		23	58		8	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					55	63		52	61

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

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

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

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

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	40%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	121
Total Components for the FPPI	3
Percent Tested	96%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
40%	51%	58%	59%	61%	47%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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%
English Language Learners	80%	No		
Black/African American Students	31%	Yes	3	1
Hispanic Students	48%	No		
Economically Disadvantaged Students	42%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	24%	24%			73%								
English Language Learners					80%								
Black/African American Students	15%	15%			63%								
Hispanic Students	32%	32%			80%								
Economically Disadvantaged Students	28%	28%			69%								

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	41%	41%			45%								75%
Students With Disabilities	10%	10%			20%								
English Language Learners													75%
Black/African American Students	34%	34%			31%								
Hispanic Students	43%	43%			57%								74%
Economically Disadvantaged Students	43%	43%			47%								79%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	32%	32%	50%		73%	100%							59%
English Language Learners	40%	40%			75%								59%
Black/African American Students	20%	20%			67%								
Hispanic Students	42%	42%			73%								61%
Economically Disadvantaged Students	31%	31%			71%								62%

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

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

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

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	26%	43%	-17%	60%	-34%
Math	3	69%	61%	8%	66%	3%

III. Planning for Improvement

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

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

Most Improvement

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

Mathematics demonstrated the greatest growth during the 2025–2026 school year. Although the school did not have a dedicated mathematics coach, a structured Professional Learning Community (PLC) process was implemented to support instructional improvement through monthly data analysis, collaborative planning, and the use of evidence-based instructional strategies. Regular reviews of student performance data and benchmark mastery helped teachers identify standards that had been successfully taught, as well as those requiring additional instructional focus and intervention. Additionally, the hiring of a highly qualified Grade 3 mathematics teacher in October 2025 provided increased instructional stability and contributed to improved student learning outcomes.

Mathematics demonstrated the greatest growth during the 2025–2026 school year, reflecting the collective efforts of teachers, instructional staff, and school leadership to strengthen mathematics instruction and improve student achievement. Although GBES did not have a dedicated mathematics coach during the school year, the school established a structured Professional Learning Community (PLC) process to provide ongoing instructional support and promote collaboration among teachers. Through monthly PLC meetings, teachers engaged in student data analysis, collaborative lesson planning, standards alignment, and the identification of evidence-based instructional strategies. Teachers regularly reviewed student performance data, benchmark results, formative assessments, and other available measures to determine areas of strength and identify standards where students needed additional instruction, practice, or intervention.

The PLC process allowed teachers to move beyond simply reviewing scores and focus on why students were or were not demonstrating mastery. Teachers discussed instructional practices, shared successful strategies, identified misconceptions, and planned targeted opportunities for reteaching and enrichment. Student progress was monitored over time to determine whether instructional adjustments were resulting in increased understanding and mastery.

Additionally, the hiring of a highly qualified Grade 3 mathematics teacher in October 2025 provided increased instructional stability and consistency for students. The additional instructional support helped strengthen mathematics instruction and provided students with greater opportunities for targeted learning, practice, and feedback.

The growth demonstrated in mathematics highlights the importance of collaboration, consistent data

analysis, standards-focused instruction, and responsive intervention. GBES will continue to build upon these successful practices by strengthening PLC structures, monitoring student progress, sharing effective instructional strategies, and using data to inform instructional decisions. These efforts will support continued growth and ensure that all students receive the targeted instruction and support needed to achieve mathematics proficiency.

Lowest Performance

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

Grade 3 Reading was identified as the school's lowest-performing area based on the 2025–2026 assessment results. Only **24%** of Grade 3 students achieved proficiency in reading, significantly below the state average of **60%**, indicating a continued decline in English Language Arts (ELA) achievement from the previous year. Contributing factors include a large percentage of students entering Grade 3 with existing reading deficits, inconsistent student attendance, and the need to strengthen the consistent implementation of high-quality, standards-aligned literacy instruction, data-driven small-group interventions, and ongoing progress monitoring to address identified skill gaps and accelerate student growth.

Greatest Decline

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

The data component that showed the greatest decline from the previous year was English Language Arts (ELA) Reading. Reading proficiency decreased from **41% in 2025** to **24% in 2026**, representing a significant decline in student performance. Contributing factors included staffing transitions within the grade level to address personnel vacancies, the movement of a veteran Grade 3 reading teacher into a leadership position, inconsistencies in the availability of instructional resources, and the implementation of new instructional materials that differed from those previously used. These changes impacted instructional continuity and highlighted the need for consistent, high-quality, standards-aligned literacy instruction, targeted interventions, and ongoing professional learning to improve reading achievement.

Greatest Gap

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

The greatest gap when compared to the state average was in **ELA Reading**. Greensboro Elementary's Grade 3 reading proficiency was **24%**, compared to the **state average of 60%**, resulting in a 36-percentage-point gap. Reading achievement has fluctuated considerably since 2023, with a

significant decline occurring between 2025 and 2026. Factors contributing to this gap include staffing transitions within the grade level, including the movement of a veteran Grade 3 reading teacher into a school leadership position, changes made to address personnel vacancies, inconsistent access to instructional resources, and the implementation of new instructional materials that required adjustments in instructional delivery. Additionally, a high percentage of students entered Grade 3 with significant reading deficiencies, and inconsistent student attendance further impacted learning. These trends highlight the need for consistent, high-quality, standards-aligned literacy instruction, data-driven interventions, and ongoing progress monitoring to accelerate student achievement and close the performance gap with the state.

EWS Areas of Concern

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

Attendance emerged as a significant area of concern based on the Early Warning System (EWS) data. Frequent absences, late arrivals, and early dismissals reduced students' instructional time and limited opportunities for consistent academic progress, particularly for students requiring targeted interventions. Additionally, **26% of students** were identified with **two or more Early Warning System indicators**, placing them at an increased risk for academic failure and other negative educational outcomes. This trend highlights the need for a comprehensive, school-wide approach that includes attendance monitoring, early intervention, family engagement, and coordinated academic and behavioral supports to address barriers to student success and improve overall student outcomes.

Highest Priorities

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

1. **Increase Grade 3 Reading Proficiency** through evidence-based literacy instruction, targeted interventions, and progress monitoring.
2. **Maintain and Increase Mathematics Achievement** by strengthening Tier 1 instruction, data-driven planning, and intervention support.
3. **Improve Student Attendance** by reducing chronic absenteeism, tardiness, and early dismissals through family engagement and attendance monitoring.
4. **Strengthen School Culture, Climate, and Student Behavior** by implementing proactive behavior supports, restorative practices, and consistent discipline procedures.
5. **Build Teacher Capacity Through Professional Learning and Instructional Coaching** to ensure consistent implementation of standards-aligned, high-quality instruction across all grade levels.

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

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

Area of Focus #1

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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

Grade 3 Mathematics has been identified as an area of focus to sustain and build upon the academic gains achieved during the 2025–2026 school year. Mathematics demonstrated the greatest improvement among all assessed content areas, reflecting the positive impact of intentional instructional planning, collaborative data analysis, and standards-aligned instruction. Although student performance increased, continued emphasis is needed to maintain this upward trend and ensure all students achieve proficiency. This area of focus was identified through the review of statewide assessment data, school-level achievement trends, and ongoing instructional data, which highlighted the importance of maintaining high-quality Tier 1 instruction, consistent alignment to the Florida B.E.S.T. Standards, data-driven decision-making, and targeted interventions to address unfinished learning. Strengthening these instructional practices will support continued student growth, increase mathematics proficiency, and ensure students are prepared for future academic success.

Measurable Outcome

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

Based on the 2025–2026 FAST Mathematics assessment, **73%** of Grade 3 students achieved proficiency in mathematics. By the end of the 2026–2027 school year, Greensboro Elementary School will increase the percentage of Grade 3 students scoring at or above proficiency by **5 percentage points**, resulting in **78%** of Grade 3 students achieving proficiency on the FAST Mathematics assessment. This outcome will be achieved through the implementation of standards-aligned Tier 1 mathematics instruction, ongoing progress monitoring, collaborative data analysis, and targeted interventions to address student learning needs.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Implementation and impact of this Area of Focus will be monitored through regular reviews of standards-aligned lesson plans, classroom walk-throughs, formal observations, and ongoing analysis of student achievement data. School administrators and the instructional coach will monitor the implementation of the Florida B.E.S.T. Standards, evidence-based mathematics instructional practices, mathematical discourse, differentiated small-group instruction, and targeted interventions to ensure high-quality Tier 1 instruction. Student progress will be monitored through weekly formative assessments, district benchmark assessments, FAST Mathematics Progress Monitoring (PM1, PM2, and PM3), and other available diagnostic data to evaluate student growth and identify areas requiring additional support or enrichment. Weekly Professional Learning Community (PLC) meetings will include collaborative analysis of mathematics data to inform instructional planning and intervention decisions. Observation feedback, data trends, and student performance will be reviewed regularly to ensure instructional fidelity, measure the effectiveness of implemented strategies, and support continuous improvement in mathematics achievement.

Person responsible for monitoring outcome
Catina Simmons-Russ, Principal

Evidence-based Intervention:
Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).
Description of Intervention #1:
Teachers will implement high-quality, standards-aligned Tier 1 mathematics instruction that is aligned to the Florida B.E.S.T. Standards and grade-level benchmarks. Instruction will incorporate evidence-based mathematics practices, including explicit instruction, mathematical discourse, problem-solving, the use of multiple representations, differentiated small-group instruction, and targeted interventions to address identified skill gaps. Teachers will use student performance data from weekly formative assessments, FAST Mathematics Progress Monitoring (PM1, PM2, and PM3), and district assessments to guide instructional decisions, adjust pacing, and provide timely intervention and enrichment opportunities. Collaborative planning through weekly Professional Learning Communities (PLCs) will support the consistent implementation of instructional strategies and benchmark-aligned lessons. Implementation of this intervention will be monitored through lesson plan reviews, classroom walk-throughs, instructional observations, PLC documentation, and ongoing analysis of student achievement data to ensure instructional fidelity and continuous improvement.

Rationale:
Research supports that consistent, standards-aligned Tier 1 mathematics instruction, combined with ongoing formative assessment and data-driven instructional decision-making, leads to improved student achievement. The significant gains in mathematics during the 2025–2026 school year demonstrate the positive impact of collaborative planning, benchmark alignment, and regular data analysis. Continuing these evidence-based practices will strengthen instructional consistency, promote conceptual understanding, and ensure students develop the mathematical knowledge and problem-solving skills necessary to achieve proficiency on school, district, and state assessments. Ongoing monitoring of instructional implementation and student performance will allow teachers to

make timely instructional adjustments that support continuous growth for all learners.

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

Will this evidence-based intervention be funded with UniSIG?
Yes

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Implement Standards-Aligned Tier 1 Mathematics Instruction

Person Monitoring:
Catina Simmons-Russ, Principal

By When/Frequency:
Daily instruction; monitored weekly through classroom walk-throughs and monthly formal observations.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will implement standards-aligned Tier 1 mathematics instruction using the Florida B.E.S.T. Standards and evidence-based instructional practices that promote conceptual understanding, mathematical discourse, problem-solving, and differentiated instruction. Lesson plans, classroom instruction, and student work will be monitored through weekly walk-throughs, formal observations, and instructional feedback to ensure fidelity of implementation and alignment to grade-level benchmarks.

Action Step #2
Use Data to Drive Mathematics Instruction

Person Monitoring:
Catina Simmons-Russ, Principal

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will analyze weekly formative assessments, FAST Mathematics Progress Monitoring (PM1, PM2, and PM3), district benchmark assessments, and other available student performance data to identify learning gaps, adjust instruction, and provide targeted interventions and enrichment. Student progress will be reviewed during weekly PLC meetings to ensure instructional decisions are data-driven and responsive to student needs. The Assistant Principal and Instructional Coach will monitor assessment data and instructional adjustments to evaluate the effectiveness of interventions and overall student growth.

Area of Focus #2

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

Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each

relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Professional Learning Communities (PLCs) have been identified as a critical area of focus to strengthen instructional practices and improve student achievement in Grade 3 Reading. Analysis of student performance data indicated a need for greater collaboration among teachers to ensure consistent implementation of standards-aligned instruction, effective use of assessment data, and evidence-based instructional strategies. Weekly PLCs will provide a structured process for teachers to collaboratively analyze student data, identify instructional priorities, plan lessons aligned to the Florida B.E.S.T. Standards, develop targeted interventions, and monitor student progress. Strengthening PLCs will build teacher capacity, promote instructional consistency across classrooms, and ensure data-driven decisions lead to improved reading outcomes and increased student proficiency.

Measurable Outcome

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

Based on the 2025–2026 FAST English Language Arts (ELA) assessment, **24%** of Grade 3 students achieved proficiency in reading. By the end of the 2026–2027 school year, Greensboro Elementary School will increase the percentage of Grade 3 students scoring at or above proficiency by 16 **percentage points**, resulting in **40%** proficiency on the FAST ELA assessment. This outcome will be supported through weekly Professional Learning Communities (PLCs) focused on collaborative planning, data analysis, standards alignment, and the implementation of evidence-based instructional practices to improve teacher effectiveness and student achievement.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The implementation and effectiveness of Professional Learning Communities (PLCs) will be monitored through weekly PLC agendas, meeting minutes, collaborative planning documents, lesson plans, and instructional data discussions. The Assistant Principal and Instructional Coach will facilitate and monitor PLCs to ensure teachers are collaboratively analyzing student data, planning standards-aligned instruction, identifying instructional priorities, and developing targeted interventions based on student needs. Classroom walk-throughs and observations will be used to verify that strategies developed during PLCs are consistently implemented in the classroom. The impact of PLCs will be measured through improvements in instructional practices, teacher collaboration, and student performance on weekly formative assessments, FAST Progress Monitoring assessments, and other district and classroom-based assessments.

Person responsible for monitoring outcome

Rena Nelson, Instructional Coach

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Teachers will participate in weekly Professional Learning Community (PLC) meetings focused on collaborative lesson planning, standards alignment, data analysis, and continuous instructional improvement. PLCs will provide a structured process for teachers to analyze student achievement data, identify benchmark mastery, develop common instructional strategies, create targeted interventions, and monitor student progress. Teachers will collaboratively review weekly formative assessments, FAST Progress Monitoring data, and diagnostic assessments to make instructional decisions that improve Tier 1 instruction and student outcomes. Implementation will be monitored through PLC agendas, meeting minutes, collaborative planning documents, lesson plan reviews, classroom observations, and regular analysis of student achievement data. School administrators and the instructional coach will provide ongoing support and feedback to ensure PLCs are implemented with fidelity and result in instructional improvements.

Rationale:

Research indicates that effective Professional Learning Communities improve teacher effectiveness and student achievement by fostering collaboration, shared accountability, and data-driven decision-making. Weekly PLCs provide teachers with opportunities to analyze student performance, align instruction to the Florida B.E.S.T. Standards, share effective instructional practices, and develop targeted instructional responses based on student needs. Building teacher capacity through ongoing collaboration promotes instructional consistency across classrooms and supports sustained improvements in reading achievement.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Facilitate Weekly Professional Learning Communities

Person Monitoring:	**By When/Frequency:**
Rena Nelson, Instructional Coach	Weekly

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

During PLC meetings, teachers will collaboratively develop and refine common formative assessments aligned to the Florida B.E.S.T. Standards and identified learning targets. Assessment results will be analyzed to determine student mastery, identify instructional trends, and guide future planning. The Instructional Coach and Assistant Principal will monitor assessment quality, data

analysis, and instructional responses during PLC meetings.

Action Step #2
Provide Ongoing Instructional Coaching and Feedback

Person Monitoring:
Rena Nelson, Instructional Coach

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The Instructional Coach, Assistant Principal and teacher leaders will provide ongoing coaching, modeling, and feedback to teachers based on classroom observations, PLC discussions, and student achievement data. Professional learning will be tailored to identified instructional needs and focused on strengthening benchmark alignment, evidence-based literacy instruction, and differentiation.

Area of Focus #3

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

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

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

Grade 3 Reading has been identified as the school's primary area of focus based on an analysis of student achievement data over the past three school years. Reading proficiency increased from **32% in 2024** to **41% in 2025**, but declined significantly to **24% in 2026**, indicating a need to strengthen standards-aligned Tier 1 instruction. A review of student performance data revealed the need for more consistent alignment between daily instruction, the Florida B.E.S.T. Standards, and benchmark expectations to ensure students are mastering grade-level content. Low reading proficiency impacts students' ability to access learning across all content areas, making literacy the foundation for academic success. This area of focus was identified through statewide assessment results, school-level data, classroom observations, and instructional reviews that highlighted the need for consistent benchmark-aligned instruction, evidence-based literacy practices, targeted interventions, and ongoing progress monitoring to improve student achievement.

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

Grades K–2 will strengthen standards-aligned Tier 1 Reading/ELA instruction through explicit, systematic instruction in foundational literacy skills, including phonological awareness, phonics, fluency, vocabulary, and comprehension. Teachers will use student data and formative assessments to provide targeted small-group instruction, differentiate instruction, and monitor progress toward mastery of grade-level benchmarks. PLCs and instructional coaching will support consistent implementation of evidence-based literacy practices and alignment to the Florida B.E.S.T. Standards,

building the foundational skills needed for future reading success.

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

Grade 3 Reading/ELA instruction will focus on strengthening standards-aligned Tier 1 instruction through explicit, evidence-based literacy practices aligned to the Florida B.E.S.T. Standards and grade-level benchmarks. Teachers will use FAST PM1 and PM2 data, classroom assessments, and progress-monitoring data to identify student needs, differentiate instruction, and provide targeted small-group intervention and enrichment. Weekly PLCs, instructional coaching, lesson-plan reviews, and classroom walkthroughs will support consistent implementation, data-driven decision-making, and instructional alignment to increase Grade 3 reading proficiency.

Grades K-2: Measurable Outcome(s)

By the end of the 2026–2027 school year, students in Grades K–2 will demonstrate increased proficiency in foundational reading skills as measured by STAR, FAST, and/or other district-approved literacy assessments. Each grade level will demonstrate measurable growth from PM1 to PM3, with teachers using progress-monitoring data to identify and address student learning needs. The percentage of K–2 students demonstrating proficiency or on-track performance in grade-level Reading/ELA benchmarks will increase from the beginning-of-year baseline.

Grades 3-5: Measurable Outcome(s)

*Based on the 2025–2026 FAST English Language Arts (ELA) assessment, **24%** of Grade 3 students achieved proficiency in reading. By the end of the 2026–2027 school year, Greensboro Elementary School will increase the percentage of Grade 3 students scoring at or above proficiency by **16 percentage points**, resulting in **40%** of Grade 3 students achieving proficiency on the FAST ELA assessment through the consistent implementation of standards-aligned Tier 1 instruction, evidence-based literacy practices, and targeted interventions.*

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Implementation of benchmark-aligned instruction will be monitored through regular reviews of standards-aligned lesson plans, classroom walk-throughs, formal observations, and ongoing analysis of student achievement data. School administrators and the instructional coach will monitor the alignment of instruction to the Florida B.E.S.T. Standards, the use of evidence-based literacy practices, differentiated small-group instruction, and targeted interventions. Student progress will be reviewed using weekly formative assessments, FAST Progress Monitoring (PM1, PM2, and PM3), Edmentum diagnostic data, and district assessments to evaluate the effectiveness of instruction and determine whether students are making progress toward proficiency. Observation feedback, data trends, and instructional adjustments will be reviewed regularly to ensure fidelity of implementation

and continuous improvement.

Person responsible for monitoring outcome
Sallie Murphy, Assistant Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Teachers will implement high-quality, standards-aligned Tier 1 literacy instruction that is explicitly aligned to the Florida B.E.S.T. Standards and grade-level benchmarks. Instruction will incorporate evidence-based literacy practices, including explicit and systematic instruction, modeling, guided practice, differentiated small-group instruction, progress monitoring, and targeted interventions to address identified skill deficits. Teachers will utilize student performance data from weekly formative assessments, FAST Progress Monitoring (PM1, PM2, and PM3), and diagnostic assessments to adjust instruction, provide timely intervention, and ensure students master grade-level benchmarks. Implementation will be monitored through lesson plan reviews, classroom walk-throughs, formal observations, instructional feedback, and ongoing analysis of student achievement data to ensure instructional fidelity and continuous improvement.

Rationale:
Research demonstrates that high-quality Tier 1 instruction aligned to rigorous academic standards has a significant impact on student achievement. Ensuring instruction is consistently aligned to the Florida B.E.S.T. Standards, driven by benchmark mastery, and supported through evidence-based literacy practices increases student engagement, improves instructional effectiveness, and provides equitable access to grade-level content. Frequent progress monitoring and data-driven instructional adjustments will ensure students receive the support needed to improve reading proficiency.

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

Will this evidence-based intervention be funded with UniSIG?
Yes

Description of Intervention #2:
Teachers will improve foundational reading skills by using structured literacy instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. UFLI assessments will be administrered every 2-3 weeks, as prescribed in the Focus calendar.

Rationale:
Reading is not a natural biological process like speaking, but an acquired skill that requires explicit, systematic, and cumulative instruction based on how the human brain processes written language.

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

Will this evidence-based intervention be funded with UniSIG?
Yes

Description of Intervention #3:
Greensboro Elementary School will implement targeted before- and after-school academic

intervention programs to provide additional instructional time for students identified as performing below grade level in reading and mathematics. Instruction will focus on standards-based, small-group intervention using evidence-based instructional practices, including explicit instruction, differentiated learning, progress monitoring, and frequent opportunities for guided practice and feedback. Students will be identified using FAST PM data, classroom assessments, and teacher recommendations to ensure services are provided to those with the greatest academic need.

Rationale:
Research consistently demonstrates that increased learning time, when paired with high-quality, targeted instruction, leads to improved academic achievement, particularly for students at risk of not meeting grade-level expectations. These extended learning opportunities will reinforce core instruction, address unfinished learning, and provide enrichment for students requiring additional support.

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

Will this evidence-based intervention be funded with UniSIG?
Yes

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Implement Standards-Aligned Tier 1 Reading Instruction

Person Monitoring:	**By When/Frequency:**
Rena Nelson, Instructional Coach	Daily instruction; monitored weekly through classroom walk-throughs and monthly formal observations.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will deliver explicit, standards-aligned Tier 1 reading instruction using the Florida B.E.S.T. Standards, evidence-based literacy practices, and grade-level learning targets. Instruction will include differentiated small-group instruction and targeted interventions based on student performance data. The Assistant Principal will monitor implementation through lesson plan reviews, classroom observations, walk-throughs, and student work to ensure instruction is aligned to benchmarks and implemented with fidelity.

Action Step #2
Implement Data-Driven Progress Monitoring

Person Monitoring:	**By When/Frequency:**
Sallie Murphy, Assistant Principal	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will administer weekly formative assessments and analyze FAST Progress Monitoring (PM1, PM2, and PM3), Edmentum, and district assessment data to identify student strengths and instructional needs. Student data will be used to adjust instruction, provide targeted interventions, and monitor mastery of grade-level benchmarks. The leadership team will review assessment data regularly to monitor student growth and evaluate the effectiveness of instructional practices.

Action Step #3
Conduct Student Data Chats

Person Monitoring:
Sallie Murphy, Assistant Principal

By When/Frequency:
Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will meet with individual students to review assessment results, discuss progress toward learning goals, and identify strategies for continued growth. Student data notebooks and goal-setting documents will be reviewed during classroom visits to monitor student ownership of learning and progress toward reading proficiency.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

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

Research shows that attendance is an important factor in student achievement. Chronic student absence reduces even the best teacher's ability to provide learning opportunities. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. During the 2025-26 school year, 22% of Kindergarten students had poor attenance, 26% in Grade 1, 24% in Grade 02 and 19% in Grade 03.

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

During the 2025-26 school year, 22% of Kindergarten students, 26% in Grade 1, 24% in Grade 02 and 19% in Grade 03 were identified as chronically absent. For the 2026-27 school year, Greensboro Elementary School will reduce the number of chronically absent students (missing 10%+ of days) by 5% over a 9 weeks period through personalized family outreach and weekly attendance incentives.

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

Student attendance will be reported daily by teachers in FOCUS and reviewed weekly by the School Social Worker and/or School Counselor. Weekly reports will be submitted to the administrative team for review. Educators will then be able to make data driven decisions to enhance instruction and

provided targeted support and interventions where needed. Weekly monitoring, along with family and community outreach, will prevent learning gaps and identify at-risk students.

Person responsible for monitoring outcome
Catina Simmons-Russ

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Proactive Nudge Communication: Use texts, emails and/or Class Dojo to alert families when absences begin to accumulate. Teachers will review student attendance weekly and contact parents for students who have two unexcused absences in a week. Parents of students who miss three consecutive days will be contacted by the School Social Worker. Students who miss five days within a marking period will be referred to the Attendance Intervention Team.

Rationale:
There is a direct correlation between student attendance and achievement. Higher attendance rates lead to improved academic performance.

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

Will this evidence-based intervention be funded with UniSIG?
Yes

Description of Intervention #2:
Schoolwide Attendance Campaigns - The school will promote the importance of attendance through newsletters, assemblies, and bulletin boards.

Rationale:
There is a direct correlation between student attendance and achievement. Higher attendance rates lead to improved academic performance.

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

Will this evidence-based intervention be funded with UniSIG?
Yes

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Quarterly attendance celebrations and/or recognitions will be conducted for students who have an average daily attendance of 90% or higher.

Person Monitoring:
School Counselor

By When/Frequency:
At the end of each grading period

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Daily attendance will be recorded by teachers. Weekly attendance will be monitored by the School Social Worker and/or the School Counselor. Weekly reports will be submitted to the administrative team.

Action Step #2
Host a Family Info Night

Person Monitoring:
Catina Simmons-Russ

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Deconstruct the data for parents, visually demonstrating how missing just 2 days a month correlates to a drop in reading levels.

Action Step #3
Motivating Positive Incentives

Person Monitoring:
Teachers

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
-Attendance Brackets: Create "March Madness" style brackets where students with perfect weekly attendance win mystery prize bags.
-Attendance Trophy: Pass a giant, ridiculous trophy to the classroom with the highest weekly percentage.
-Spell It Out: Classrooms earn a letter for every day of 100% attendance to spell "PIZZA PARTY" or "FREE TIME."
-Friday Dress Down: Reward the winning grade level with a themed dress-up day (e.g., pajamas, sports jerseys).

Area of Focus #2

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

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

Greensboro Elementary School will strengthen its schoolwide Positive Behavioral Interventions and Supports (PBIS) framework to promote a safe, positive, and engaging learning environment for all students in grades PK–3. The focus will be on teaching, modeling, and reinforcing schoolwide behavioral expectations while implementing consistent behavior management practices across all classrooms. Through proactive supports, recognition systems, restorative practices, and targeted behavioral interventions, the school will work to reduce disciplinary incidents, increase positive student behaviors, and maximize instructional time.
Student behavior has a direct impact on academic achievement. Frequent behavioral disruptions,

office discipline referrals, and inconsistent attendance reduce instructional time and negatively affect student engagement and learning. A positive school climate supports increased student participation, stronger relationships, and improved academic outcomes.
This area of focus was identified through a review of the 2025–2026 school data, including office discipline referrals, attendance trends, and school climate information. The data indicated a need to improve student behavior, increase consistency in the implementation of schoolwide expectations, and strengthen positive behavior supports to create an environment where all students can be successful academically and socially. Enhancing the PBIS framework will help increase instructional time, improve student engagement, and support Greensboro Elementary's overall goal of increasing student achievement.

Measurable Outcome

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

During the 2025–2026 school year, Greensboro Elementary recorded **183** office discipline referrals and **60** out-of-school suspensions. During the 2026–2027 school year, the school will reduce office discipline referrals by **20%** and decrease out-of-school suspensions by **15%** through the consistent implementation of the schoolwide PBIS framework. Additionally, the school will increase the percentage of students earning positive behavior recognition through the PBIS incentive system to **90%** of the student population by the end of the school year. The EWS report shows that **91** students have attendance below **90%**, **30** students have one or more suspensions, and **96** students have two or more indicators.

Monitoring

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

Greensboro Elementary School will monitor the implementation and effectiveness of its schoolwide PBIS framework through ongoing analysis of behavioral and attendance data. The PBIS Leadership Team and school administration will review office discipline referrals, out-of-school suspensions, attendance trends, and PBIS incentive data on a monthly basis to identify patterns, determine areas of need, and evaluate the effectiveness of schoolwide and targeted behavioral supports.

Behavioral data will be shared and discussed during leadership meetings, MTSS meetings, and faculty meetings to ensure consistent implementation of PBIS expectations across all grade levels. Classroom walkthroughs and observations will be conducted regularly to monitor fidelity of PBIS practices, including the explicit teaching of behavioral expectations, use of positive reinforcement, and implementation of consistent classroom management strategies. When data indicate a need for additional support, interventions will be adjusted, and students will be referred to the MTSS problem-solving process as appropriate.

Ongoing monitoring will help maximize instructional time by reducing behavioral disruptions, increasing student engagement, and fostering a positive school climate. As student behavior improves, students will have greater access to high-quality instruction, resulting in increased academic achievement and progress toward Greensboro Elementary School's overall school improvement goals.

Person responsible for monitoring outcome
Catina Simmons-Russ, Principal

Evidence-based Intervention:
Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).
Description of Intervention #1:
Greensboro Elementary School will implement a comprehensive schoolwide Positive Behavioral Interventions and Supports (PBIS) framework to establish a positive, safe, and predictable learning environment for all students in grades PK–3. The PBIS framework will include the explicit teaching and reinforcement of schoolwide behavioral expectations, a consistent system for recognizing positive student behaviors, restorative practices, social-emotional learning opportunities, and tiered behavioral interventions through the MTSS process. Staff will receive ongoing professional learning to ensure consistent implementation of PBIS practices across all classrooms and school settings. Implementation fidelity will be monitored through monthly reviews of office discipline referrals, attendance data, suspension data, and PBIS incentive participation. The PBIS Leadership Team, administration, and MTSS team will analyze behavioral data during monthly meetings to identify trends, evaluate the effectiveness of interventions, and make data-driven adjustments. Classroom walkthroughs and observations will also be conducted to monitor the consistent implementation of schoolwide expectations and positive behavior supports.

Rationale:
Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, multi-tiered framework that has been shown to improve student behavior, reduce office discipline referrals and suspensions, increase instructional time, and create a positive school climate. Research indicates that schools implementing PBIS with fidelity experience improved student engagement, stronger relationships, and higher academic achievement. By establishing consistent behavioral expectations and proactively teaching and reinforcing positive behaviors, Greensboro Elementary will create an environment where students are better able to focus on learning and achieve academic success. This intervention directly supports the school's goal of improving student behavior, increasing instructional time, and promoting positive academic outcomes across all grade levels.

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

Will this evidence-based intervention be funded with UniSIG?
Yes

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Implement Schoolwide PBIS Expectations

Person Monitoring:
Catina Simmons-Russ, Principal

By When/Frequency:
Beginning August 2026; expectations taught and reinforced schoolwide throughout the year with monthly reviews.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will explicitly teach, model, and reinforce the school's behavioral expectations in all settings, including classrooms, hallways, cafeteria, playground, and buses. PBIS lessons will be reviewed throughout the year and following school breaks. Administration and the PBIS Leadership Team will conduct walkthroughs and review discipline data monthly to ensure consistent implementation and determine the effectiveness of schoolwide expectations.

Action Step #2
Implement Student Recognition and Incentive Program

Person Monitoring:
Catina Simmons-Russ, Principal

By When/Frequency:
Weekly recognition; monthly PBIS celebrations throughout the 2026–2027 school year.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students who consistently demonstrate schoolwide expectations will be recognized through the school's PBIS incentive program using positive acknowledgments, classroom rewards, and monthly celebrations. Participation rates, behavior data, and office discipline referrals will be monitored monthly to evaluate the effectiveness of the recognition system and identify students who may require additional behavioral supports.

Action Step #3
Review Behavior Data and Provide Tiered Supports

Person Monitoring:
MTSS Coordinator; School Counselor

By When/Frequency:
Monthly MTSS/PBIS meetings and ongoing as needed.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The PBIS Leadership Team and MTSS Team will review office discipline referrals, attendance, suspensions, and behavior trends each month to identify students and grade levels needing additional support. Targeted Tier 2 and Tier 3 interventions will be implemented for identified students, and progress will be monitored through ongoing behavior data, intervention documentation, and MTSS meetings. Adjustments will be made based on student response to intervention to improve behavioral and academic outcomes.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

Disseminating the School Improvement Plan (SIP) and Schoolwide Program (SWP) progress to stakeholders is crucial for transparency and collaboration, as required by ESEA 1114(b)(4). Listed below is our structured plan for how this information is effectively shared:

1. School Website - https://ges.gadsdenschools.org/
2. Binder in the front office
3. Shared at our Title I Annual Meeting
4. Shared during SAC meetings.

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

Building positive relationships with parents, families, and community stakeholders is crucial for achieving the school's mission, supporting student needs, and keeping parents informed of their child's progress. Listed below is our approach to achieve our goals.

1. Regular School Messenger calls, newsletters, emails, and flyers for school events, academic achievements, and important announcements.
    - Utilization of FOCUS where parents can access real-time updates on their child's

academic progress, attendance, and behavior.
    - Conducting parent-teacher conferences at regular intervals to discuss student progress and set academic goals collaboratively.
    - Conducting Admin Data Chats with students and their parents to discus learning goals and student growth needs.
2. Organize family engagement events and workshops throughout the school year, focusing on topics relevant to parenting, academics, and student well-being.
    - Family literacy, math and science nights where parents and children participate in learning activities and receive content resources.
    - Student performances and celebrations to promote diversity awareness, performing arts, STEM, and academic accomplishments.
3. Forge partnerships with local businesses, organizations, and community leaders to enhance educational opportunities and support services for students.
    - Mentoring programs where community members volunteer their time to support students academically and socially.
    - Volunteer programs where community members donate their time to assist with classroom needs, fieldtrips, and learning initiatives.
4. Establish a school advisory committee and a PTA.
5. Implement regular surveys to solicit input from parents and families about their experiences with the school, areas for improvement, and suggestions for enhancing communication and engagement efforts.
6. Maintaining the school website: https://ges.gadsdenschools.org/

By implementing these strategies, our school cultivates strong partnerships with parents, families, and community stakeholders, ensuring they feel valued, informed, and actively involved in supporting student success and fulfilling the school's mission.

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

The master schedule was created to ensure that the ELA, Math, and intervention block time was maximized to provide intentional and consistent instruction and support to students. Each content area will be strategically planned for through the use of collaborative planning and cross-curricular activities to increase the academic programs in ELA and math.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with

other federal, state and local services, resources and programs, such as programs supported under this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

Collaborative partnership agreement with the Head Start program for Pre-K students ages 3 to 5.

Services will enclude:

- Early learning and development
- Health and nutrition
- Family engagement and well being
- Social services

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

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

Check-In / Check-Out (CICO): Assign an at-risk student a dedicated staff mentor who meets them for two minutes at the morning bell to set goals, and two minutes at dismissal to review the day, as needed. This provides immediate accountability and unconditional positive connection.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

Not applicable

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

We implement a schoolwide Positive Behavior Intervention Supports (PBIS) as our Tier 1 behavior management system. ClassDojo is used by all administration, faculty, and staff to recognize students for meetings expectations. It is also used to communicate with families. The Superflex curriculum (K-2) and Zones of Regulation (3) are being used by the school social worker to support students in need of behavioral and social supports.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit

and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

We use grade-level Professional Learning Communities (PLCs) to review student assessments and data and how this information steers instruction in the classroom. Professional development is provided for teachers based on the school focus and instructional needs observed in the classroom.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

The school employs several strategies to facilitate the transition of preschool children from early childhood education programs to local elementary school programs. First, it establishes a strong collaboration between preschool and elementary school staff to ensure continuity in curriculum and teaching practices through the Professional Learning Community (PLC) process. Professional development is aligned to the educational standards and expectations. Additionally, the school implements orientation programs and transition activities for preschoolers and their families, such as school visits, classroom tours, and meetings with pre-kindergarten teachers. The school also provides resources and support for parents, including workshops and informational sessions on what to expect in elementary school and how to support their child's learning at home. Individualized transition plans are created for children with special needs to ensure they receive appropriate support and accommodations. Through these comprehensive strategies, the school aims to create a seamless and positive transition experience for all preschool children entering elementary school. These sessions are organized and facilitated through staff with the district's Head Start office.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

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 2026-2027 school year.

Step 3: The School Leadership team, in collaboration with all relevant stakeholders, i.e. faculty/staff, parents, students, community, 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.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

Based on student performance data and the comprehensive needs assessment following the analysis of 2025-26 achievement data, the following resources were procured to support students. Each supplemental resource is used based on grade-level schedules and student need based on data.

1. Edmentum (ELA)
2. UFLI (Reading)
3. Acaletics (math)
4. Florida B.E.S.T. Workbooks (ELA and math)
5. Magnetic Reading

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply. **No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Uploaded Budget	Instructional Practice - ELA required by RAISE (specific questions)	7800/160	UNISIG	0.0	12, 000.00
Travel to support transportaion for student participation in real-world experiences that are aligned to standards instruction. Mileage will determine cost and will include fuel and driver expenses. (8 trips x $1,500.00 per trip x 40 students) (Tallahasseee Museum, Challenger Learning Center, Zoo World, FAMU Essential Theatre, Mission San Luis, Gadsden Arts Center, Joe Budd Wildlife Management Area, UF/IFAS EXTENSION, Florida A&M Univeristy (FAMU) Research and Extension Center, Wild Adventures-Valdosta, GA, Sea World Orlando, Busch Gardens Tampa, Big Kahunas, Tallahassee Museum, Gulf Speciman Marine Lab Panacea, Florida)					
Uploaded Budget	Instructional Practice - ELA required by RAISE (specific questions)	6400/120	UNISIG	0.0	15, 000.00
Recruitment and Retention of certified teachers in 3rd grade tested area.					
Uploaded Budget	Instructional Practice - ELA required by RAISE (specific questions)	5100/220	UNISIG	0.0	51.63
FICA for transportation services in the after school program.					
Uploaded Budget	Instructional Practice - ELA required by RAISE (specific questions)	5100/240	UNISIG	0.0	7.76
Worker's Compensation for transportation services in the after school program.					
Uploaded Budget	Instructional Practice - ELA required by RAISE (specific questions)	5100/210	UNISIG	0.0	1, 012.50
Retirement for transportation services in the after school program.					
Uploaded Budget	Instructional Practice - ELA required by RAISE (specific questions)	5100/220	UNISIG	0.0	3, 213.00
FICA (7.65%) for teachers before school, after school and summer programs					
Uploaded Budget	Instructional Practice - ELA required by RAISE (specific questions)	5100/240	UNISIG	0.0	483.00
Worker's Compensation (1.15%) for teachers before school and after school programs					
Uploaded Budget	Instructional Practice - ELA required by RAISE (specific	5100/210	UNISIG	0.0	6, 300.00

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
	questions)				
Retirement (15%) for teachers before school and after school programs.					
Uploaded Budget	Instructional Practice - ELA required by RAISE (specific questions)	5100/220	UNISIG	0.0	1, 606.50
FICA (7.65%) for Paraprofessionals for before school and after school programs.					
Uploaded Budget	Instructional Practice - ELA required by RAISE (specific questions)	5100/240	UNISIG	0.0	241.50
Worker's Compensation (1.15%) for Paraprofessionals before school and after school programs.					
Uploaded Budget	Instructional Practice - ELA required by RAISE (specific questions)	5100/210	UNISIG	0.0	3, 150.00
Retirement (15%) for Paraprofessionals before school and after school programs.					
Uploaded Budget	Instructional Practice - Math	5100/369	UNISIG	0.0	5, 000.00
Instructional supplemental materials, licenses, subscriptions and supplies aligned with district-approved curricular resources that promote academic success (Acaletics, IXL, PBIS Rewards/Navigate 360)					
Uploaded Budget	Instructional Practice - ELA required by RAISE (specific questions)	5100/644	UNISIG	0.0	5, 000.00
Digital, electronice devices capable of reading, processing, and executing software programs designed for administrative and instructional uses (tablets, e-readers, and other portable devices.					
Uploaded Budget	Instructional Practice - ELA required by RAISE (specific questions)	5100/510	UNISIG	0.0	11, 974.61
Instuctional materials (copy paper, pens, pencisl, printer cartridges, composition notebooks, binder, highlighters, 3 ring binders, loose-leaf paper, spiral notebooks, index cards, etc.)					
Uploaded Budget	Instructional Practice - ELA required by RAISE (specific questions)	7800/160	UNISIG	0.0	6, 750.00
Salaries for drivers of after school instructional support (3 drivers x 2.5 hours per day x 60 days x $15 per hour).					
Uploaded Budget	Instructional Practice - ELA required by RAISE (specific	5100/120	UNISIG	0.0	42, 000.00

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
	questions)				
Salaries for before and after school instructional support (After school 4 teachers x 2 hours per day x 60 days x $35 per hour) - (Morning Duty 8 teachers x 30 minutes x $35 per hour x 180 days)					
Uploaded Budget	Instructional Practice - ELA required by RAISE (specific questions)	5100/510	UNISIG	0.0	21, 000.00
Salaries for before and after school instructional support (After school 4 Paraprofessionals x 2 hour day x 60 days x $25 per hour) - (Morning Duty 4 Paraprofessionals x 30 minutes x $25 per hour x 180 days)					
Uploaded Budget	Instructional Practice - Professional Learning Communities	6400/150	UNISIG	0.0	7, 500.00
Paraprofessionals will be compensated to attend professional learing sessions focused on curriculum alignment to Florida's State Academic Standards, lesson plan development/ delivery and instrucional scope and sequence for sessions that occur outside of contractual hours. (5 Paraprofessionals x $25 per hour x 60 hours) Pre and Post Supplemental and Intervention Planning.					
Uploaded Budget	Instructional Practice - Math	6400/120	UNISIG	0.0	31, 500.00
ELA, Math, Science and Social Studies teachers will be compensated two days per week to plan weekly standards-based lessons and interventions at $35 per hour beyond the regular school contracted hours (15 teachers x $35 per hour x 30 weeks x 1 hour per day x 2 days per week)					
Uploaded Budget	Instructional Practice - ELA required by RAISE (specific questions)	6300/211	UNISIG	0.0	11, 200.00
Contracted services to increase the number of student services support personnel to address student needs and reduce the interruption of learning. Personnel will serve as academic mentors to students with multiple discipline referrals and excessive absences (2 personnel x 2 days per week x 4 hours per day x $35 per hour.)					
Uploaded Budget	Instructional Practice - Professional Learning Communities	6400/120	UNISIG	0.0	16, 800.00
Teachers of ELA, Math, Science and Social Studies will be compensated to attend professional learning sessions focused on curriculum alignment to Florida's State Academic Standards, lesson plan development/delivery and instructional scope and sequence for sessions that occur outside of contractual hours (8 teachers X $35 per hour X 60 hours). Pre and Post Supplemental and Intervention Planning.					
Uploaded Budget	Instructional Practice - Professional Learning Communities	6400/330	UNISIG	0.0	13, 005.00
Travel for 20 teachers to participate in professional learning activities offered offsite and required by BSI or district to support school improvement and implementation of the Florida					

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
State Academic Standards. BSI Conference (Per diem $36 per day x 2 days x 5 teachers = $360, rental cars 5 x $135 = $675, hotel for 2 nights x 180 per night x 5 rooms = $1800.00, Registration fees $300 per person x 5 = $1500.00); Model Schools Conference (Per diem $36 per day x 2 days x 5 teachers = $360, rental cars 5 x $135 = $675, hotel for 2 nights x 180 per night x 5 rooms = $1800.00, Registration fees $300 per person x 5 = $1500.00); Summer Literacy Institute (Per diem $36 per day x 2 days x 5 teachers = $360, rental cars 5 x $135 = $675, hotel for 2 nights x 180 per night x 5 rooms = $1800.00, Registration fees $300 per person x 5 = $1500.00); High Reliability Schools (Per diem $36 per day x 2 days x 5 teachers = $360, rental cars 5 x $135 = $675, hotel for 2 nights x 180 per night x 5 rooms = $1800.00, Registration fees $300 per person x 5 = $1500.00). Total $4335 per conference x 3 conferences =$13,005.00					
Total	Uploaded Budget				214, 795.50
Plan Budget Total					**214, 795.50**

Gadsden County Schools

STEWART STREET ELEMENTARY SCHL



2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2

C. Demographic Data 9

D. Early Warning Systems 10

II. Needs Assessment/Data Review 13

A. ESSA School, District, State Comparison 14

B. ESSA School-Level Data Review 15

C. ESSA Subgroup Data Review 16

D. Accountability Components by Subgroup 17

E. Grade Level Data Review 20

III. Planning for Improvement 21

IV. Positive Learning Environment 29

V. Title I Requirements (optional) 32

VI. ATSI, TSI and CSI Resource Review 36

VII. Budget to Support Areas of Focus 37

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state’s graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Our faculty and staff work 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.

Provide the school's vision statement

Stewart Street Elementary School's faculty and staff work cooperatively and collaboratively with students, parents, and the community to set high expectations and to create a positive learning environment that enhances performance and promotes the development of critical thinking skills. Our guiding principle is ***Exceeding Expectations Everyday***. It will allow students the opportunity to be provided with a challenging curriculum in a safe, non-threatening, and drug free environment. The use of modern technology will be a key component in the delivery of instruction by means of a high quality staff, who uses innovative and research-based strategies.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Sonja WIlson-Lewis

lewissonja@gcpsmail.com

Position Title

Principal

Job Duties and Responsibilities

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.

Leadership Team Member #2

Employee's Name
Anabella Giuliano Fish

giulianoana@gcpsmail.com

Position Title
Assistant Principal

Job Duties and Responsibilities

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.

Leadership Team Member #3

Employee's Name
Nahketah Kirkland

kirklandn@gcpsmail.com

Position Title
Reading Coach

Job Duties and Responsibilities

The Instructional Coach works closely with teachers to provide best practices in teaching and learning. She will review and analyze data and assist with progress monitoring. She will also provide push-in instructional classroom support and small group.

Leadership Team Member #4

Employee's Name
Lauren House

housel@gcpsmail.com

Position Title
Pre-K Teacher

Job Duties and Responsibilities

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.

Leadership Team Member #5

Employee's Name
Shendora Myrphy

murphysh@gcpsmail.com

Position Title
Kindergarten Teacher

Job Duties and Responsibilities

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.

Leadership Team Member #6

Employee's Name
Sarah Israel

israels@gcpsmail.com

Position Title
First Grade Teacher

Job Duties and Responsibilities

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.

Leadership Team Member #7

Employee's Name

Twanda Bell-Key

bell-keyt@gcpsmail.com

Position Title
Second Grade Teacher

Job Duties and Responsibilities

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.

Leadership Team Member #8

Employee's Name
Martha Ross-Thomas

ross-thomasm@gcpsmail.com

Position Title
Third Grade Teacher

Job Duties and Responsibilities

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.

Leadership Team Member #9

Employee's Name
Jodiann Austin

austinjo@gcpsmail.com

Position Title
Fourth Grade Teacher

Job Duties and Responsibilities

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.

Leadership Team Member #10

Employee's Name
Ruthann Davidson

davidsonrut@gcpsmail.com

Position Title
Fifth Grade Teacher

Job Duties and Responsibilities

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.

Leadership Team Member #11

Employee's Name
Eleanor McNealy

mcnealye@gcpsmail.com

Position Title
ESE Teacher

Job Duties and Responsibilities

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.

Leadership Team Member #12

Employee's Name
Veronica Bouie

bouiev@gcpsmail.com

Position Title
Paraprofessional

Job Duties and Responsibilities

The Paraprofessional's role is to support the teacher with academics of the classroom students. This person helps to drive the mission/vision of the school.

2. Stakeholder Involvement

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 (20 U.S.C. §

6314(b)(2), ESEA Section 1114(b)(2).

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

Our school believes that meaningful improvement is achieved through collaboration and shared responsibility. The School Leadership Team includes teacher representatives from each grade level, administrators, support staff, and parents who work together to develop, implement, and monitor the School Improvement Plan.

Prior to the start of each school year, the Leadership Team reviews student performance data, reflects on successes and challenges, and drafts school improvement goals and priorities. These goals are then shared with faculty, staff, parents, and community stakeholders to gather feedback and input.

Parents contribute through surveys, parent meetings, conferences, and School Advisory Council (SAC) meetings. Community stakeholders, including local businesses, faith-based organizations, Greek-letter organizations, and nonprofit partners, provide valuable input, resources, and services that support student achievement and school initiatives.

Information about the School Improvement Plan is shared regularly through meetings, conferences, and campus postings. These ongoing opportunities for communication and feedback ensure that all stakeholders have a voice in the school's continuous improvement efforts and remain active partners in supporting student success.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

Stewart Street Elementary reviews data frequently to determine strengths and weaknesses of the students and to make adjustments to instruction. Data will come from STAR Early Literacy, STAR Reading, STAR Math, FAST ELA, FAST Math, Science Diagnostics, Acaletics assessments, Edmentum, and Reading Inventories in Structured Literacy. Teachers will meet with administration on a weekly basis to analyze data and to make adjustments to the learning. Progress Monitoring (PM)

data will be reviewed and analyzed immediately after test completion to provide immediate interventions. In addition, our district monitors the progress of our students through district STAR & FAST PMs throughout the year.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **PK-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2025-26: C** **2024-25: C** **2023-24: C** **2022-23: F** **2021-22: D**

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	
School Enrollment	71	79	68	61	71	58				408
Absent 10% or more school days	33	39	38	31	27	21				189
One or more suspensions	6	5	8	4	11	4				38
Course failure in English Language Arts (ELA)	9	14	7	2	2	0				34
Course failure in Math	8	9	6	2	0	2				27
Level 1 on statewide ELA assessment	0	0	0	19	21	13				53
Level 1 on statewide Math assessment	0	0	0	14	25	16				55
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	1	4	6	4	2	1				18
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0	0	0				0

Current Year 2026-27

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	13	17	13	14	20	11				88

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	7	16	13	9	5	1				51
Students retained two or more times	0	0	2	2	7	0				11

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	63	67	62	83	63	54				392
Absent 10% or more school days	35	42	29	38	30	22				196
One or more suspensions	1	2	10	7	12	17				49
Course failure in English Language Arts (ELA)	9	24	16	22	16	7				94
Course failure in Math	7	16	10	17	22	4				76
Level 1 on statewide ELA assessment	22	34	24	29	20	25				154
Level 1 on statewide Math assessment	25	32	30	33	25	28				173
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	7	12	12	56	13	20				120
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	28	37	31	41	30	25				192

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	9	18	13	22	4					66
Students retained two or more times				6	1	2				9

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

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

A. ESSA School, District, State Comparison

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

Data for 2025-26 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	44	40	62	38	33	59	27	30	57
Grade 3 ELA Achievement	45	39	61	41	35	59	42	36	58
ELA Learning Gains	54	54	63	52	47	60	45	52	60
ELA Lowest 25th Percentile	67	68	58	56	63	56	54	64	57
Math Achievement*	45	57	66	41	42	64	30	39	62
Math Learning Gains	58	64	64	50	51	63	57	57	62
Math Lowest 25th Percentile	53	59	50	57	55	51	79	63	52
Science Achievement	33	35	62	27	23	58	7	8	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					55	63		52	61

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

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

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

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

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	50%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	399
Total Components for the FPPI	8
Percent Tested	95%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	**2024-25**	**2023-24**	**2022-23**	**2021-22**	**2020-21****	**2019-20***
50%	46%	43%	21%	37%	23%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	46%	No		
Black/African American Students	49%	No		
Hispanic Students	66%	No		
Economically Disadvantaged Students	47%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	44%	45%	54%	67%	45%	58%	53%	33%					
Students With Disabilities	41%	40%	52%	58%	41%	63%		25%					
Black/African American Students	43%	46%	54%	67%	42%	54%	54%	32%					
Hispanic Students	50%		57%		71%	86%							
Economically Disadvantaged Students	45%	51%	51%	61%	41%	50%	45%	31%					

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	38%	41%	52%	56%	41%	50%	57%	27%					50%
Students With Disabilities	38%	31%	48%		39%	48%		29%					
English Language Learners													50%
Black/African American Students	36%	40%	50%	52%	38%	48%	54%	25%					
Hispanic Students	46%				62%								
Economically Disadvantaged Students	36%	38%	48%	52%	39%	49%	55%	26%					

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	27%	42%	45%	54%	30%	57%	79%	7%					
Students With Disabilities	5%	10%	36%	33%	11%	52%	77%	0%					
Black/African American Students	25%	44%	42%	54%	29%	56%	81%	6%					
Hispanic Students	33%				33%								
Economically Disadvantaged Students	27%	44%	45%	52%	28%	55%	77%	7%					

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

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

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

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	44%	43%	1%	60%	-16%
ELA	4	41%	41%	0%	60%	-19%
ELA	5	41%	34%	7%	61%	-20%
Math	3	39%	61%	-22%	66%	-27%
Math	4	45%	48%	-3%	65%	-20%
Math	5	39%	38%	1%	62%	-23%
Science	5	29%	27%	2%	60%	-31%

III. Planning for Improvement

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

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

Most Improvement

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

The data component that showed the most improvement was our ELA gains among the lowest 25%. During the 2024-2025 school year, 57% of our students showed growth in this component. Our performance for the 2025-2026 school year was 67%, which demonstrates an 11% increase.

Our team made critical adjustments to help improve in this area, including: tutoring targeted groups of students, placing a bigger focus pushing in and pulling out, and highlighting classes with the highest weekly passing percentage.

Lowest Performance

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

Lowest Performance Reflection – Science

Although our Science performance improved from 2025 to 2026, it continued to be our lowest-performing component. In 2026, 33% of students scored at the satisfactory level or higher on the state assessment, which remains below both district and state averages.

A contributing factor to this performance is the structure of science instruction at the elementary level, where the majority of science content is taught in fifth grade. As a result, students are assessed on standards from third-fifth, which is a significant amount of content that must be addressed within a single academic year. Closing gaps in students' understanding of third-fourth grade standards while providing instruction on fifth grade standards presents an ongoing challenge. Balancing the review and reinforcement of prior grade concepts and knowledge with the rigorous instruction required for fifth grade standards impacts the pace and depth of instruction and continues to be an area of focus for improvement.

Greatest Decline

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

Math gains among the lowest 25% showed the greatest decline. Our students in this area performed

4% less than the students during the 2024-2025 school year. During the 2024-2025 school year, 57% of our students demonstrated learning gains in math; however, in 2025-2026, only 53% showed demonstrated growth. One factor that contributed to this decline is that our 4th and 5th grade students struggled with multiplication facts. In addition, some of the bottom quartile students still have difficulty with place value. Vocabulary is essential, but this quartile of students struggled with knowing the terms in math.

Greatest Gap

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

The data component showing the greatest gap when compared to the state average is science. Our science achievement during the 2025-2026 school year was 33%, which is a 29% gap in performance from the state (62%). In the past, we only taught science in the 5th grade. However, we have started to implement science in the younger grades to build a solid foundation upon entering 5th grade.

EWS Areas of Concern

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

Attendance still remains a concern for Stewart Street Elementary. Collectively in grades K-5, 50.32% of our students were chronically absent during the 2024-2025 school year. On average, 58.68 students were absent from school daily. During the 2025-2026 school year, 40.5% of our students were chronically absent and, on average, 46.38 students were absent from school daily. Despite this improvement, these rates continue to impact student success significantly and we will continuously work to decrease them.

Another area of concern is that we have a large number of students struggling, and possibly needing an IEP or 504 Plan. Currently, we have students on our MTSS/RTI List who have needs in the area of academics, attendance, and behavior. Some of the issues we experience academically, stems from behavior or attendance concerns.

Highest Priorities

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

1. Increase ELA Satisfactory level 3 or above by 11% in all grades.
2. Increase Math Satisfactory level 3 or above by 11% in all grades.
3. Increase Science Satisfactory level 3 or above by 20% in 5th grade.
4. Increase learning gains in ELA & Math by 10%.
5. Decrease the number of chronically absent students by 10%.

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

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

Area of Focus #1

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

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

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

After reviewing our 5th grade science data, we noticed that our students performed 29% below the state's average. 8% of our students were proficient in Earth and Space Science and Nature of Science while only 4% were proficient in Physical and Life Science.

Students' learning is affected because their deficiencies are evident in subjects like science, where they have to read, comprehend, and think critically about the task. In addition, science has not been a focus in grades prior to 5th because the reading and math needs have been great. Therefore, students miss critical standards necessary to assist them with the 5th grade learning.

During the 2022-2023 school year, our students performed at 2% Satisfactory or above. In 2023-2024, 7% of the students were on grade level and in 2024-2025 27% of our students performed at or above grade level. This was a 20% increase from the previous year and 25% increase over three school years. Our students continued to improve and during the 2025-2026 school year, 33% of students scored on or above grade level.

Improving our science scores will help increase our overall school grade drastically. If our students learn to think critically in science, they can apply those skills as they read and think analytically in math.

Measurable Outcome

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

By the end of the 2026-2027 school year, 53% of grade 5 students will score at or above grade level on the NGSS Science Assessment during PM3, bringing us within 10% of the state's average (62%).

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Benchmark-aligned instruction is one of the keys to help with the improvement. Teachers will provide a rigorous and relevant lesson daily to ensure the students are receiving instruction that meets the rigor of the standard. Interventions and enrichment activities will provide students with more time to practice weak and strong areas. Our school will follow the PLAN-DO-CHECK-ACT cycle to monitor this goal:

1. Disaggregate data and determine the tiers of students.
2. Develop a timeline to teach the standards.
3. Construct lesson plans to meet the needs of students.
4. Provide frequent standard aligned assessments.
5. Provide tutorials for students through teacher-led small groups.
6. Provide enrichment opportunities for all students.
7. Maintain the knowledge by reinforcing the skills taught through continuous review and morning enrichment.
8. Monitor progress.

Person responsible for monitoring outcome
Anabella Giuliano Fish

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Students will receive science instruction in grades K–4, as well as in grade 5, that will be monitored regularly. Pacing guides have been developed for each grade level to incorporate science into daily instruction. Fifth-grade teachers will collaborate weekly to discuss standards, plan instructional resources, and review science data. Professional learning opportunities will be provided to support teachers with science instruction. Additionally, fifth-grade students will participate in quarterly science fair projects aligned to the four tested domains, as well as weekly science experiments. Fifth-grade teachers will utilize science word walls to reinforce science vocabulary and terminology. Classroom walkthroughs will be conducted to monitor science instruction, and morning enrichment and our after school program will include science learning.

Rationale:
Providing science instruction in the prior grades will give students the background knowledge necessary to be successful with fifth-grade science standards. The pacing guides will ensure that science remains a priority across all grade levels. Weekly collaboration will promote consistency

among the fifth-grade team, while professional learning opportunities will equip teachers with best practices for science instruction. Science fair projects will provide students with meaningful, hands-on learning experiences that support their understanding of the science curriculum. The overall goal is to provide continuity for students as they transition to the district's new K–8 school. Morning enrichment and our after school program will strengthen the vertical alignment of science learning from elementary to middle school, creating sustainable learning experiences that prepare students for success in middle school science.

Tier of Evidence-based Intervention:
Tier 3 – Promising Evidence

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

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
After School Program: Mustang Academy

Person Monitoring:
Anabella Giuliano Fish

By When/Frequency:
October 2026-April 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Stewart Street will begin an after-school program at the start of the 2nd nine-weeks. The program is aimed at providing additional instruction in science to assist students in not only the 5th grade PM3 Science Assessment, but also to prepare them for middle school sciences. We will monitor this through the possible implementation of Boys and Girls Club after school and through science enrichment during the day.

Action Step #2
Experiments in Science

Person Monitoring:
Anabella Giuliano Fish

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students in 5th grade will engage in science experiments weekly to help make sense of the science instruction. Weekly/bi-weekly assessments will help teachers monitor the impact of the science experiments on learning and help them make adjustments as needed.

Action Step #3
Quarterly Science Projects

Person Monitoring:
Anabella Giuliano Fish

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Fifth-grade students will participate in quarterly science fair projects aligned to the four tested science domains. At the end of the school year, students will independently select and complete a science fair project based on one of the four tested domains. The culminating science fair will be open to the community, providing students with an opportunity to showcase their learning. The impact of this

action step will be monitored through classroom walkthroughs, lesson plan reviews, weekly collaborative planning meetings, and student performance data. Teachers will review the results of quarterly science fair projects, weekly science activities, and classroom assessments to monitor student understanding of the tested science domains. School leaders will also monitor the implementation of pacing guides, science instruction, and morning enrichment to ensure the action step is being implemented consistently and effectively.

Area of Focus #2

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

After analyzing school-wide data, we found that only 42% of our students in grades 3–5 performed at or above grade level on the PM3 FAST ELA Assessment. Among third-grade students, 44% scored at or above proficiency, which is 16 percentage points below the state average. Fourth-grade students scored 41%, which is 19 percentage points below the state average, while fifth-grade students also scored 41%, placing them 20 percentage points below the state average.

Student learning is impacted because these assessments require students to demonstrate their ability to read fluently and comprehend grade-level text. Although the school improved its overall PM3 FAST ELA performance from 38% in the 2024–2025 school year to 42% in 2025–2026, there is still significant work to be done to strengthen students' reading foundations. Currently, 58% of students are not yet reading proficiently enough to effectively "read to learn."

The data shows only slight growth from the 2024–2025 to the 2025–2026 school year. Third-grade proficiency increased by 1 percentage point, and fourth-grade proficiency increased by 3 percentage points. While these gains are encouraging, they are not substantial enough to produce the level of improvement needed in reading fluency and comprehension.

Measurable Outcome

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

By the end of the 2026-2027 school year, grades 3-5 will increase proficiency by 11% to bring us within 7% of the state's average on the PM3 FAST ELA Assessment.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Benchmark-aligned instruction will be the key to making these improvements. Teachers will provide a rigorous and relevant lesson daily to ensure students are receiving the highest level of instruction on their grade level. Interventions and enrichments will be provided to students based on data. Our school will employ the PLAN-DO-CHECK-ACT cycle to monitor this goal:

1. Disaggregate data and determine the tiers of students.
2. Develop a timeline to teach the standards.
3. Construct lesson plans to meet the needs of students.
4. Provide frequent standard aligned assessments.
5. Provide tutorials for students through teacher-led small groups and reading coach support.
6. Provide enrichment opportunities for all students.
7. Maintain the knowledge by reinforcing the skills taught through continuous review and morning enrichment.
8. Monitor progress.

Person responsible for monitoring outcome
Sonja Wilson-Lewis, Principal and Nahketah Kirkland, Reading Coach

Evidence-based Intervention:
Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Magnetic Reading will be used to connect the science of reading to assist our students with reading skills. Edmentum will be used to target growth with reading from all learners.

Rationale:
Magnetic Reading provides explicit, systematic instruction grounded in the Science of Reading, helping students develop foundational reading skills, vocabulary, fluency, and comprehension. Its structured approach ensures students receive consistent, evidence-based instruction that addresses identified learning gaps. Edmentum provides personalized learning pathways that target each student's individual reading needs.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

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

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Magnetic Reading

Person Monitoring:
Sonja Wilson-Lewis, Principal and Nahketah Kirkland, Reading Coach

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Provide professional development to teachers on utilizing the magnetic program and Edmentum as a resource. Teachers will implement the program daily. Students will be assessed weekly and teachers will adjust instruction based on the data.

Action Step #2
Edmentum

Person Monitoring:
Sonja Wilson-Lewis, Principal and Nahketah Kirkland, Reading Coach

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
In conjunction with Magnetic, teachers will be provided with training on the proper implementation of the Edmentum program. The program will be implemented daily either in class, or the lab. Students will be assessed weekly and teachers will adjust instruction based on the data.

Action Step #3
Interventionist or Reading Coach

Person Monitoring:
Sonja Wilson-Lewis, Principal and Nahketah Kirkland, Reading Coach

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Our interventionist and/or reading coach will assist the teacher with small groups and one-on-one assistance for struggling readers. The implementation and impact of this action step will be monitored through classroom walkthroughs, small-group logs, intervention schedules, coaching documentation, and student progress-monitoring data.

Action Step #4
After School Program / Boys and Girls Club

Person Monitoring:
Sonja Wilson-Lewis, Principal and Nahketah Kirkland, Reading Coach

By When/Frequency:
October 2026-April 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The after-school program will provide additional assistance in reading to our struggling readers. The implementation and effectiveness of the After School Program and Boys & Girls Club academic support will be monitored through student attendance records and classroom and academic

performance.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

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

During the 2025-2026 school year, 189 students' attendance rate was below 90%. These students missed over 10% of instruction due to them not being in attendance. This issue has plagued our school community for the past few years.

Measurable Outcome

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

By the end of the 2026-2027 school year, chronic absenteeism will decrease by 10% from the previous year as measured by attendance reports created in FOCUS.

Monitoring

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

Teachers and data entry will keep accurate daily attendance to include tardies, absences and early pickups. The school's secretary/data entry personnel will pull reports weekly to monitor the number of students absent. Teachers will also monitor the attendance and report chronically absent students as outlinedby the attendance policy. Both will collaborate with our social workers to implement the district's policy for attendance.

Person responsible for monitoring outcome

Robert Harris, School Counselor and Sonja Wilson-Lewis, Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored

for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
The Early Warning Intervention and Monitoring System (EWIMS) is a systematic approach used by dedicated teams of school staff to identify students at risk of not graduating on time, assign students to interventions, and monitor their progress. The EWIMS model is intended to help schools efficiently use data to both identify the at-risk population and provide targeted support, strengthening student persistence and progress in school and ultimately improving on-time graduation rates.

Rationale:
High absenteeism is associated with poor academic performance and early identification will help us better track and intervene when necessary. Research shows that chronic absenteeism directly relates to and effects the academic success of students' academic progress.

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

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

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Team of Social Workers, School Counselor, Data Entry, and Administration for Early Warning Intervention Monitoring Systems (EWIMS)

Person Monitoring:
Sonja Wilson-Lewis

By When/Frequency:
weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The school's team (made up of Social Workers, School Counselor, Data Entry, and Administration) will assist with the tracking, monitoring, and reporting of absenteeism.
A weekly attendance report will be generated and reviewed to identify students who are exhibiting patterns of excessive absences, chronic absenteeism, or declining attendance. During these weekly reviews, the team will analyze attendance trends, identify students requiring intervention, assign appropriate follow-up actions, and monitor the effectiveness of previously implemented supports. The social worker will also provide a report to admin documenting their progress with contacting parents.

Action Step #2
FACE Office Training and Implementation

Person Monitoring:
Sonja Wilson-Lewis and Robert Harris

By When/Frequency:
August 31, 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Mrs. Moody, a member of FACE, will train the team on the implementation of the system.

Action Step #3
Mustang Champion Attendance Recognition

Person Monitoring:
Sonja Wilson-Lewis and Linda Jordan

By When/Frequency:
monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The school will implement the Mustang Champions reward system to reward classes of students who have the highest attendance average per month. The winner will sport the Mustang Champions belt and receive special treats.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 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 Nights to showcase student achievements and inform parents on academic updates, School Advisory Council Meetings (SAC), and Title I Meetings. During these meetings, we will have a Q & A session to address the needs and concerns regarding the School Improvement Plan (SIP). The school's website will also disseminate information regarding this plan. The web address is www.sses.gadsdenschools.org.

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

Stewart Street Elementary will utilize the Class Dojo to communicate and to update parents on school happenings. We also use the Parent Portal in FOCUS, as well as parent/teacher conferences to build positive relationships with parents and families. In addition, we utilize social media and school webpage platforms to keep the community abreast with school events, student needs, and their academic progress.

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Stewart Street Elementary plans to provide Morning Enrichment services to students after breakfast for all grade levels, afternoon tutoring services through our Mustang Academy After-School Program, and Intervention/Enrichment blocks to assist with learning during school hours. Our Areas of Focus this year are in Science, ELA, and Attendance. We will provide additional human resources in the classes to assist with these initiatives

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Stewart Street Elementary will work with the School Counselor and the School Social Worker to improve social and emotional skills. In addition, the school partners with an outside agency, Restoring Families, to work with our boys and girls on critical skills. Students in our school have the opportunity to participate in organizations like: Cheer, Safety Patrol, Morning Broadcast, Student Productions in Theater, and Chorus. We also want our students to travel so that they can have experiences in places outside of our county.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

During the 2024-2025 school year, we implemented school-wide Positive Behavior Intervention & Support (PBIS) to address behavior. As a result, discipline incidents decreased from 703 during the 2023–2024 school year to 140 during the 2024–2025 school year, representing an 80% reduction. We concluded the 2025–2026 school year with 120 discipline referrals and will continue implementing our PBIS framework during the 2026–2027 school year. Targeted interventions for students with chronic behavior concerns will remain in place to address ongoing behavioral needs.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Stewart Street Elementary will host weekly Professional Learning Communities (PLC) for teachers to collaborate on teaching, planning, data decision making, and learning. Paraprofessionals working with teachers should attend these communities as well. Monthly, we host Professional Learning (PL) sessions with teachers and Paraprofessionals. The school's leadership team meets quarterly to disaggregate data and to develop plans based on student performance.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

Our school hosts Pre-K Orientations for our pre-school students over the summer. Transition days are scheduled for students to tour the campus and meet the teacher. To add, our teachers conduct home visits to families twice per year.

Our teachers instruct from the Ready to Advance Pre-K Curriculum. It is aligned to state standards and emphasizes sight words, letter-sound recognition, and counting. These foundational standards are essential to student's success as they enroll into Kindergarten.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

N/A

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

N/A

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply. **No**

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

Gadsden County Schools

HAVANA MAGNET SCHOOL



2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2

C. Demographic Data 26

D. Early Warning Systems 27

II. Needs Assessment/Data Review 31

A. ESSA School, District, State Comparison 32

B. ESSA School-Level Data Review 33

C. ESSA Subgroup Data Review 34

D. Accountability Components by Subgroup 35

E. Grade Level Data Review 38

III. Planning for Improvement 39

IV. Positive Learning Environment 94

V. Title I Requirements (optional) 105

VI. ATSI, TSI and CSI Resource Review 127

VII. Budget to Support Areas of Focus 133

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state’s graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

At Havana Magnet School, our mission is to provide a rigorous learning environment where students feel safe, valued, and supported. We are committed to creating a culture of excellence where every student is challenged to reach their highest potential.

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

Havana Magnet School envisions a learning community where every student is inspired to achieve their full potential. We strive to develop knowledgeable, responsible, and compassionate individuals who are prepared to face future challenges with confidence. Through quality education, innovation, and strong values, Havana Magnet School aims to nurture lifelong learners and responsible citizens.

Student Friendly-
The vision of Havana Magnet School is for students to become a self-driven learner, who thinks critically and take ownership of their own learning in a positive engaged environment.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Christopher Germany

germanyc@gcpsmail.com

Position Title

Principal

Job Duties and Responsibilities

The principal will provide ongoing oversight of the School Improvement Plan by monitoring progress toward established goals, reviewing interim and formative assessment data, and evaluating the implementation of strategies and action steps.

Progress will be reviewed at designated intervals with the leadership team and stakeholders. When progress toward a goal is insufficient, the principal will facilitate the identification of root causes, determine appropriate corrective actions, and adjust strategies, supports, and resource allocations as needed. Documentation of monitoring activities, data reviews, stakeholder input, and adjustments will be maintained as evidence of continuous school improvement

Leadership Team Member #2

Employee's Name
Deborah Dickey

shafferd@gcpsmail.com

Position Title
Assistant Principal

Job Duties and Responsibilities

Supports the Principal by serving as an instructional leader. Assists and observes teachers in using data-driven decision-making to ensure all students are meeting or exceeding expectations. Regularly meets with teachers to discuss progress monitoring for students in Tiers 1, 2, and 3, and provides support in adjusting and enhancing instructional strategies based on data to meet each student's individual needs.

Focused on goals to increase student academic achievement across all content areas and close achievement gaps, while also building strong relationships with the community, parents, and business partners to support HMS initiatives. Additionally, ensures a safe and equitable learning environment for all students. The Assistant Principal is responsible for reviewing curricula across all content areas, regularly analyzing data to ensure students are mastering the standards outlined in pacing guides.

Furthermore, she monitors and models effective instructional programs and strategies for teachers.

Leadership Team Member #3

Employee's Name
Shannon Williams

williamssha@gcpsmail.com

Position Title
Assistant Principal

Job Duties and Responsibilities

Supports the Principal by serving as an instructional leader. Assists and observes teachers in using data-driven decision-making to ensure all students are meeting or exceeding expectations. Regularly meets with teachers to discuss progress monitoring for students in Tiers 1, 2, and 3, and provides support in adjusting and enhancing instructional strategies based on data to meet each student's individual needs.

Focused on goals to increase student academic achievement across all content areas and close achievement gaps, while also building strong relationships with the community, parents, and business partners to support HMS initiatives. Additionally, ensures a safe and equitable learning environment for all students. The Assistant Principal is responsible for reviewing curricula across all content areas, regularly analyzing data to ensure students are mastering the standards outlined in pacing guides.

Furthermore, she monitors and models effective instructional programs and strategies for teachers.

Leadership Team Member #4

Employee's Name
Noemy Segura-Sanchez

segurasancheznoe@gcpsmail.com

Position Title
Teacher

Job Duties and Responsibilities

The role of the grade level chair is multifaceted and crucial in ensuring the smooth functioning of the grade level team and promoting a positive educational environment. Below is a detailed explanation

of the responsibilities associated with this role:

1. Orienting New Teachers to the Team

• Welcoming and Supporting New Teachers: One of the primary responsibilities of the grade level chair is to provide orientation and ongoing support to new teachers joining the team. This includes introducing them to the school's culture, policies, procedures, and expectations. The grade level chair acts as a mentor, helping new teachers acclimate to their roles by sharing resources, offering guidance, and providing feedback. This support is vital for new teachers to feel confident and capable as they navigate their responsibilities.

• Facilitating Integration: The grade level chair ensures that new teachers are integrated into the team by involving them in collaborative planning, discussions, and decision-making processes. This helps new teachers feel like valued members of the team and encourages them to contribute their ideas and expertise.

2. Facilitating Grade Level Meetings

• Planning and Leading Meetings: The grade level chair is responsible for organizing and leading regular team meetings. These meetings are essential for discussing curriculum planning, student progress, assessment strategies, and other grade-level concerns. The chair sets the agenda, ensures that meetings are productive, and keeps the discussions focused on achieving the team's goals.

• Promoting Collaboration: During meetings, the grade level chair fosters a collaborative environment where all team members can share their insights, challenges, and successes. This collaboration is key to developing cohesive instructional strategies and ensuring consistency in teaching practices across the grade level.

Leadership Team Member #5

Employee's Name
Ashley Uchebo

ucheboa@gcpsmail.com

Position Title
Teacher

Job Duties and Responsibilities

The role of the grade level chair is multifaceted and crucial in ensuring the smooth functioning of the grade level team and promoting a positive educational environment. Below is a detailed explanation of the responsibilities associated with this role:

1. Orienting New Teachers to the Team

• Welcoming and Supporting New Teachers: One of the primary responsibilities of the grade level chair is to provide orientation and ongoing support to new teachers joining the team. This includes introducing them to the school's culture, policies, procedures, and expectations. The grade level chair acts as a mentor, helping new teachers acclimate to their roles by sharing resources, offering guidance, and providing feedback. This support is vital for new teachers to feel confident and capable as they navigate their responsibilities.

• Facilitating Integration: The grade level chair ensures that new teachers are integrated into the team by involving them in collaborative planning, discussions, and decision-making processes. This helps new teachers feel like valued members of the team and encourages them to contribute their ideas and expertise.

2. Facilitating Grade Level Meetings

• Planning and Leading Meetings: The grade level chair is responsible for organizing and leading regular team meetings. These meetings are essential for discussing curriculum planning, student progress, assessment strategies, and other grade-level concerns. The chair sets the agenda, ensures that meetings are productive, and keeps the discussions focused on achieving the team's goals.

• Promoting Collaboration: During meetings, the grade level chair fosters a collaborative environment where all team members can share their insights, challenges, and successes. This collaboration is

key to developing cohesive instructional strategies and ensuring consistency in teaching practices across the grade level.

Leadership Team Member #6

Employee's Name
Jada Brannon

brannonjad@gcpsmail.com

Position Title
Teacher

Job Duties and Responsibilities

The role of the grade level chair is multifaceted and crucial in ensuring the smooth functioning of the grade level team and promoting a positive educational environment. Below is a detailed explanation of the responsibilities associated with this role:

1. Orienting New Teachers to the Team

• Welcoming and Supporting New Teachers: One of the primary responsibilities of the grade level chair is to provide orientation and ongoing support to new teachers joining the team. This includes introducing them to the school's culture, policies, procedures, and expectations. The grade level chair acts as a mentor, helping new teachers acclimate to their roles by sharing resources, offering guidance, and providing feedback. This support is vital for new teachers to feel confident and capable as they navigate their responsibilities.

• Facilitating Integration: The grade level chair ensures that new teachers are integrated into the team by involving them in collaborative planning, discussions, and decision-making processes. This helps new teachers feel like valued members of the team and encourages them to contribute their ideas and expertise.

2. Facilitating Grade Level Meetings

• Planning and Leading Meetings: The grade level chair is responsible for organizing and leading regular team meetings. These meetings are essential for discussing curriculum planning, student progress, assessment strategies, and other grade-level concerns. The chair sets the agenda, ensures that meetings are productive, and keeps the discussions focused on achieving the team's goals.

• Promoting Collaboration: During meetings, the grade level chair fosters a collaborative environment where all team members can share their insights, challenges, and successes. This collaboration is key to developing cohesive instructional strategies and ensuring consistency in teaching practices across the grade level.

Leadership Team Member #7

Employee's Name
Lisa McLean-Dwyer

mcleanl@gcpsmail.com

Position Title
Teacher

Job Duties and Responsibilities

The role of the grade level chair is multifaceted and crucial in ensuring the smooth functioning of the grade level team and promoting a positive educational environment. Below is a detailed explanation of the responsibilities associated with this role:

1. Orienting New Teachers to the Team

• Welcoming and Supporting New Teachers: One of the primary responsibilities of the grade level chair is to provide orientation and ongoing support to new teachers joining the team. This includes introducing them to the school's culture, policies, procedures, and expectations. The grade level chair acts as a mentor, helping new teachers acclimate to their roles by sharing resources, offering guidance, and providing feedback. This support is vital for new teachers to feel confident and capable as they navigate their responsibilities.

• Facilitating Integration: The grade level chair ensures that new teachers are integrated into the team

by involving them in collaborative planning, discussions, and decision-making processes. This helps new teachers feel like valued members of the team and encourages them to contribute their ideas and expertise.

2. Facilitating Grade Level Meetings

• Planning and Leading Meetings: The grade level chair is responsible for organizing and leading regular team meetings. These meetings are essential for discussing curriculum planning, student progress, assessment strategies, and other grade-level concerns. The chair sets the agenda, ensures that meetings are productive, and keeps the discussions focused on achieving the team's goals.

• Promoting Collaboration: During meetings, the grade level chair fosters a collaborative environment where all team members can share their insights, challenges, and successes. This collaboration is key to developing cohesive instructional strategies and ensuring consistency in teaching practices across the grade level.

Leadership Team Member #8

Employee's Name
Stanley Bell

bells@gcpsmail.com

Position Title
Teacher

Job Duties and Responsibilities

The role of the grade level chair is multifaceted and crucial in ensuring the smooth functioning of the grade level team and promoting a positive educational environment. Below is a detailed explanation of the responsibilities associated with this role:

1. Orienting New Teachers to the Team

• Welcoming and Supporting New Teachers: One of the primary responsibilities of the grade level

chair is to provide orientation and ongoing support to new teachers joining the team. This includes introducing them to the school's culture, policies, procedures, and expectations. The grade level chair acts as a mentor, helping new teachers acclimate to their roles by sharing resources, offering guidance, and providing feedback. This support is vital for new teachers to feel confident and capable as they navigate their responsibilities.

• Facilitating Integration: The grade level chair ensures that new teachers are integrated into the team by involving them in collaborative planning, discussions, and decision-making processes. This helps new teachers feel like valued members of the team and encourages them to contribute their ideas and expertise.

2. Facilitating Grade Level Meetings

• Planning and Leading Meetings: The grade level chair is responsible for organizing and leading regular team meetings. These meetings are essential for discussing curriculum planning, student progress, assessment strategies, and other grade-level concerns. The chair sets the agenda, ensures that meetings are productive, and keeps the discussions focused on achieving the team's goals.

• Promoting Collaboration: During meetings, the grade level chair fosters a collaborative environment where all team members can share their insights, challenges, and successes. This collaboration is key to developing cohesive instructional strategies and ensuring consistency in teaching practices across the grade level.

Leadership Team Member #9

Employee's Name
Tanya Jones-Wilborn

jonest@gcpsmail.com

Position Title
Teacher

Job Duties and Responsibilities

The role of the grade level chair is multifaceted and crucial in ensuring the smooth functioning of the

grade level team and promoting a positive educational environment. Below is a detailed explanation of the responsibilities associated with this role:

1. Orienting New Teachers to the Team

• Welcoming and Supporting New Teachers: One of the primary responsibilities of the grade level chair is to provide orientation and ongoing support to new teachers joining the team. This includes introducing them to the school's culture, policies, procedures, and expectations. The grade level chair acts as a mentor, helping new teachers acclimate to their roles by sharing resources, offering guidance, and providing feedback. This support is vital for new teachers to feel confident and capable as they navigate their responsibilities.

• Facilitating Integration: The grade level chair ensures that new teachers are integrated into the team by involving them in collaborative planning, discussions, and decision-making processes. This helps new teachers feel like valued members of the team and encourages them to contribute their ideas and expertise.

2. Facilitating Grade Level Meetings

• Planning and Leading Meetings: The grade level chair is responsible for organizing and leading regular team meetings. These meetings are essential for discussing curriculum planning, student progress, assessment strategies, and other grade-level concerns. The chair sets the agenda, ensures that meetings are productive, and keeps the discussions focused on achieving the team's goals.

• Promoting Collaboration: During meetings, the grade level chair fosters a collaborative environment where all team members can share their insights, challenges, and successes. This collaboration is key to developing cohesive instructional strategies and ensuring consistency in teaching practices across the grade level.

Leadership Team Member #10

Employee's Name
Khadijah Gayle

gaylek@gcpsmail.com

Position Title
Teacher

Job Duties and Responsibilities

The role of the grade level chair is multifaceted and crucial in ensuring the smooth functioning of the grade level team and promoting a positive educational environment. Below is a detailed explanation of the responsibilities associated with this role:

1. Orienting New Teachers to the Team

• Welcoming and Supporting New Teachers: One of the primary responsibilities of the grade level chair is to provide orientation and ongoing support to new teachers joining the team. This includes introducing them to the school's culture, policies, procedures, and expectations. The grade level chair acts as a mentor, helping new teachers acclimate to their roles by sharing resources, offering guidance, and providing feedback. This support is vital for new teachers to feel confident and capable as they navigate their responsibilities.

• Facilitating Integration: The grade level chair ensures that new teachers are integrated into the team by involving them in collaborative planning, discussions, and decision-making processes. This helps new teachers feel like valued members of the team and encourages them to contribute their ideas and expertise.

2. Facilitating Grade Level Meetings

• Planning and Leading Meetings: The grade level chair is responsible for organizing and leading regular team meetings. These meetings are essential for discussing curriculum planning, student progress, assessment strategies, and other grade-level concerns. The chair sets the agenda, ensures that meetings are productive, and keeps the discussions focused on achieving the team's goals.

• Promoting Collaboration: During meetings, the grade level chair fosters a collaborative environment where all team members can share their insights, challenges, and successes. This collaboration is key to developing cohesive instructional strategies and ensuring consistency in teaching practices across the grade level.

Leadership Team Member #11

Employee's Name
Timuna Mattis

mattist@gcpsmail.com

Position Title
Teacher

Job Duties and Responsibilities

The role of the grade level chair is multifaceted and crucial in ensuring the smooth functioning of the grade level team and promoting a positive educational environment. Below is a detailed explanation of the responsibilities associated with this role:

1. Orienting New Teachers to the Team

• Welcoming and Supporting New Teachers: One of the primary responsibilities of the grade level chair is to provide orientation and ongoing support to new teachers joining the team. This includes introducing them to the school's culture, policies, procedures, and expectations. The grade level chair acts as a mentor, helping new teachers acclimate to their roles by sharing resources, offering guidance, and providing feedback. This support is vital for new teachers to feel confident and capable as they navigate their responsibilities.

• Facilitating Integration: The grade level chair ensures that new teachers are integrated into the team by involving them in collaborative planning, discussions, and decision-making processes. This helps new teachers feel like valued members of the team and encourages them to contribute their ideas and expertise.

2. Facilitating Grade Level Meetings

• Planning and Leading Meetings: The grade level chair is responsible for organizing and leading regular team meetings. These meetings are essential for discussing curriculum planning, student progress, assessment strategies, and other grade-level concerns. The chair sets the agenda, ensures that meetings are productive, and keeps the discussions focused on achieving the team's goals.

• Promoting Collaboration: During meetings, the grade level chair fosters a collaborative environment where all team members can share their insights, challenges, and successes. This collaboration is key to developing cohesive instructional strategies and ensuring consistency in teaching practices across the grade level.

Leadership Team Member #12

Employee's Name
Amber Hall

halla@gcpsmail.com

Position Title
Teacher

Job Duties and Responsibilities

Role/Purpose:
The Resource Teacher provides targeted academic intervention and instructional support to students who demonstrate academic deficiencies, while collaborating with classroom teachers to improve student achievement and ensure students receive appropriate supports.
Key Responsibilities:

- Provide targeted small-group instruction in reading, mathematics, and other identified areas of need.
- Use student data from FAST, formative assessments, classroom assessments, and other progress-monitoring tools to identify skill gaps and determine interventions.
- Implement evidence-based interventions aligned with students' specific academic needs.
- Monitor student progress regularly and adjust instructional strategies based on data.
- Collaborate with classroom teachers to align intervention instruction with grade-level standards

and classroom instruction.
- Support MTSS implementation by providing Tier 2 and Tier 3 interventions and documenting student progress.
- Assist with remediation and acceleration for students performing below grade level.
- Support ESE/504 students by implementing appropriate accommodations and instructional strategies.
- Communicate with parents and families regarding student progress and intervention needs.
- Participate in PLCs and data meetings to analyze student performance and develop action plans for students needing additional support.
- Provide teachers with instructional resources and strategies to address identified student weaknesses.
- Maintain intervention documentation, including student groups, skills addressed, instructional strategies, attendance, and progress-monitoring data.

SIP Action Step

Resource Teacher: Provide targeted, data-driven intervention to identified students in reading and mathematics through small-group instruction, progress monitoring, and evidence-based instructional strategies. The resource teacher will collaborate with classroom teachers and PLC teams to analyze student data, identify skill deficiencies, monitor growth, and adjust interventions to ensure students demonstrate measurable progress toward grade-level standards.

Leadership Team Member #13

Employee's Name
Natasha Richardson

richardsonn@gcpsmail.com

Position Title
Social Worker

Job Duties and Responsibilities

The individual must possess the ability to read, interpret, and enforce State Board rules, the Code of Ethics, School Board policies, and applicable state and federal laws. Additionally, they should have a thorough knowledge of child development and an understanding of the unique needs and characteristics of the students they serve. The individual should also be well-versed in guidance and counseling principles, programs, and services, as well as have a strong foundation in tests and measurement theory. Furthermore, they should be knowledgeable about community resources and services available to assist students. The ability to counsel and support students, parents, and school personnel in addressing issues related to student learning, behavior, and mental health is essential.The individual should be capable of administering student assessments and evaluation

instruments,analyzing and utilizing data, and effectively communicating the results of assessments and evaluations. Finally, they must have the ability to consult with parents, school personnel, and the public, while maintaining sensitivity to multicultural issues.

Explanation:

1. Ability to Interpret and Enforce Rules and Policies:

• Interpretation and Enforcement: The ability to read, interpret, and enforce rules, policies, and laws is crucial for ensuring that the school operates within the legal and ethical frameworks established by state and federal authorities. This involves understanding the intricacies of State Board rules, the Code of Ethics, and School Board policies, and applying them consistently across the school environment to maintain compliance and uphold standards.

• Ethical Responsibility: Understanding and enforcing the Code of Ethics is particularly important in maintaining professional integrity and accountability among school personnel. This ensures that decisions and actions taken within the school are aligned with ethical guidelines and best practices.

2. Knowledge of Child Development:

• Understanding Unique Needs: A strong understanding of child development is essential for recognizing the unique needs and characteristics of students at various stages of growth. This knowledge enables educators to tailor their approach to meet the developmental needs of students, fostering a supportive and nurturing learning environment.

• Supportive Strategies: This understanding allows educators to implement age-appropriate strategies that enhance learning, behavior, and social-emotional development, ensuring that students receive the support they need to thrive.

3. Guidance and Counseling Knowledge:

• Comprehensive Guidance Programs: Knowledge of guidance and counseling principles, programs, and services is vital for supporting students' academic, social, and emotional well-being. This includes understanding how to implement and manage effective counseling programs that address the diverse needs of students.

• Student Assistance: Educators with this knowledge are better equipped to guide students through personal and academic challenges, providing them with the tools and support needed to succeed both in school and in life.

4. Tests and Measurement Theory:

• Assessment Literacy: A solid understanding of tests and measurement theory is important for administering and interpreting student assessments. This includes knowledge of how to select, administer, and evaluate various assessment tools to accurately measure student progress and identify areas for improvement.

• Data Utilization: Educators who are proficient in this area can use assessment data to inform instruction, adjust teaching strategies, and make data-driven decisions that enhance student learning outcomes.

5. Knowledge of Community Resources:

• Resource Accessibility: Familiarity with community resources and services available for student assistance ensures that educators can connect students and families with the support they need. This might include mental health services, social services,tutoring programs, and other community-based resources that contribute to student success.

• Holistic Support: By leveraging community resources, educators can address the broader needs of students, including those related to health, wellness, and family support, thereby fostering a more

holistic approach to education.

6. Counseling and Assistance Skills:

• Problem Resolution: The ability to counsel and assist students, parents, and school personnel in resolving problems related to learning, behavior, and mental health is crucial for creating a positive and supportive school environment. This involves active listening, empathy, and the application of counseling techniques to help individuals navigate challenges and find solutions.

• Conflict Management: These skills are also essential for managing conflicts and promoting a collaborative approach to problem-solving within the school community.

7. Assessment and Evaluation:

• Instrument Administration: The ability to administer student assessment and evaluation instruments ensures that educators can accurately measure and monitor student progress. This involves understanding how to use various tools and techniques to assess academic performance, behavior, and social-emotional development.

• Data Analysis: Analyzing and using data effectively is key to identifying trends, strengths, and areas for improvement. Educators who are skilled in data analysis can use this information to tailor instruction, support interventions, and track student growth over time.

8. Communication Skills:

• Effective Communication: The ability to verbally communicate the results of assessments and evaluations is important for ensuring that parents, students, and school personnel understand the implications of the data. Clear communication helps build trust, fosters collaboration, and ensures that everyone involved is on the same page regarding a student’s progress and needs.

• Consultation: Consulting with parents, school personnel, and the public requires strong interpersonal skills, cultural sensitivity, and the ability to convey complex information in an accessible and understandable manner.

9. Multicultural Sensitivity:

• Cultural Awareness: Maintaining sensitivity to multicultural issues is essential in today's diverse educational environment. This involves recognizing and respecting the cultural backgrounds, values, and perspectives of all students and families, andensuring that the school’s policies, practices, and programs are inclusive and equitable.

• Inclusive Practices: Educators who are culturally sensitive can create a more inclusive and welcoming environment for all students, which is crucial for promoting equity and addressing the diverse needs of the school community.

In summary, these abilities and knowledge areas are critical for ensuring that educators can effectively support students’ academic, social, and emotional needs while maintaining a safe,inclusive, and compliant school environment. By developing and applying these skills, educators can contribute to the overall success and well-being of their students, school, and community.

Leadership Team Member #14

Employee's Name
Christopher White

whitec@gcpsmail.com

Position Title
Special Area Teacher

Job Duties and Responsibilities

Special Area Teachers provide engaging, standards-based instruction that supports the academic, social-emotional, physical, and creative development of all students while contributing to a positive school culture and increased student engagement.

Key Responsibilities:

- Provide standards-based instruction in areas such as physical education, music, art, technology, and other enrichment courses.
- Create engaging learning experiences that increase student participation, motivation, and school connectedness.
- Reinforce literacy, mathematics, problem-solving, communication, collaboration, and critical-thinking skills through special area instruction.
- Support the development of students' social-emotional skills, creativity, confidence, teamwork, and self-discipline.
- Collaborate with classroom teachers and PLC teams to support school-wide academic and behavioral goals.
- Incorporate reading, writing, mathematics, and content-area vocabulary into special area activities when appropriate.
- Use student performance and participation data to identify needs and adjust instruction.
- Provide opportunities for students to demonstrate talents, leadership, creativity, and academic growth through performances, exhibitions, competitions, and school activities.
- Promote positive behavior, attendance, school pride, and student engagement.
- Support school-wide initiatives and activities designed to improve the overall student experience and school climate.
- Provide appropriate accommodations and instructional supports to ensure all students have access to meaningful learning experiences.

Leadership Team Member #15

Employee's Name
Ayanna Larkins

larkinsa@gcpsmail.com

Position Title
Guidance Counselor

Job Duties and Responsibilities

The Guidance Counselor plays a pivotal role in supporting the academic, social, and emotional development of all students, ensuring that each child has the tools and resources needed to succeed in school and beyond. As an integral part of the School Improvement Plan, the Guidance Counselor works collaboratively with students, teachers, parents, and administrators to create a positive and

inclusive school environment that promotes student well-being and academic achievement.
Key Responsibilities:

1. **Academic Support and Planning**:
    - Assists students in developing academic goals and creating personalized education plans that align with their strengths, interests, and future aspirations.
    - Monitors student progress and works with teachers to identify and support students who may be at risk of falling behind, ensuring that they receive the necessary interventions and resources.
    - Provides guidance on course selection, graduation requirements, and post-secondary options, including college and career planning.
2. **Social-Emotional Development**:
    - Implements and coordinates social-emotional learning (SEL) programs that help students develop essential life skills, such as resilience, empathy, and effective communication.
    - Provides individual and group counseling sessions to address issues related to self-esteem, peer relationships, family dynamics, and mental health.
    - Develops and leads initiatives that promote a positive school climate, reduce bullying, and encourage respectful and supportive interactions among students.
3. **Crisis Intervention and Conflict Resolution**:
    - Responds promptly to student crises, providing immediate support and connecting students and families with external resources as needed.
    - Facilitates conflict resolution sessions, helping students navigate disputes and fostering a culture of understanding and cooperation within the school.
    - Collaborates with mental health professionals, social workers, and other support staff to ensure comprehensive care for students facing significant challenges.
4. **Collaboration and Consultation**:
    - Works closely with teachers, administrators, and parents to create a coordinated approach to student support, sharing insights and strategies to enhance student outcomes.
    - Provides professional development for staff on topics such as mental health awareness, behavior management, and effective communication with students and parents.
    - Acts as a liaison between the school, families, and community agencies to ensure that students have access to the resources they need to thrive.
5. **Data-Driven Decision Making**:
    - Collects and analyzes data related to student behavior, attendance, academic performance, and social-emotional well-being to identify trends and inform school-wide interventions.
    - Uses data to track the effectiveness of counseling programs and initiatives, making

adjustments as necessary to better meet the needs of the student population.
- Contributes to the school's continuous improvement efforts by providing insights and recommendations based on data analysis and direct student interactions.

6. **Equity and Inclusion**:
   - Advocates for the needs of all students, with a focus on ensuring equitable access to educational opportunities and support services.
   - Works to eliminate barriers to success for historically marginalized or underserved student groups, promoting a school environment that values diversity and inclusion.
   - Develops programs and initiatives that address the unique needs of different student populations, including those with disabilities, English language learners, and students from diverse cultural backgrounds.

Impact on School Improvement:
The Guidance Counselor's role is essential in advancing the goals of the School Improvement Plan by directly contributing to the academic success, emotional well-being, and overall development of students. Through targeted support, data-driven interventions, and collaborative efforts with the school community, the Guidance Counselor helps to create a school environment where every student can succeed and reach their full potential. Their work is integral to fostering a positive school climate, improving student outcomes, and ensuring that the school meets its improvement goals.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

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

The development of the School Improvement Plan (SIP) at Havana Magnet School (HMS) is a comprehensive and collaborative process designed to reflect the voices, priorities, and aspirations of our entire school community. This collaborative effort will include the school principal, assistant principals, instructional coach, team leaders, parents, Student Government officers, and community school partners. Together, these stakeholders will ensure that the plan reflects our shared commitment to academic excellence, student success, and continuous school improvement.
To create a meaningful and data-driven SIP, HMS will utilize information gathered from year-end

surveys completed by students, parents, and teachers. This data will inform our goal-setting process and guide our instructional priorities for the upcoming academic year. Regular SIP meetings will be scheduled and added to the school calendar to promote transparency and encourage consistent participation. Invitations to these meetings will be distributed at least seven days in advance, ensuring all stakeholders have ample time to prepare and contribute effectively.

Family and Community Engagement

Family and stakeholder engagement are essential components of the success of our schoolwide program. HMS will engage a diverse group of parents and family leaders, including representatives of English language learners and students with unique needs, to participate in the development and revision of the SIP. These leaders will play an instrumental role in shaping training and engagement opportunities that are culturally responsive and designed to enhance the instructional program and elevate student academic achievement.

Havana Magnet School recognizes that authentic engagement must go beyond meetings. Parents and families will be encouraged to participate in a variety of capacity-building activities and events, such as academic workshops, family literacy nights, and curriculum presentations. Special emphasis will be placed on expanding access to these events and offering flexible scheduling to accommodate families.

Incorporation of Field Trips and Experiential Learning

To further enrich student learning and promote stakeholder engagement, HMS will strategically incorporate academic field trips as part of the schoolwide plan. These field trips will be aligned with curriculum goals and designed to provide real-world learning experiences that support and enhance classroom instruction. Family members and community volunteers will be invited to serve as chaperones and active participants, further reinforcing the partnership between home, school, and community. Feedback from these experiences will be collected to inform future activities and ensure they meet both educational standards and the interests of students and families.

Ongoing Communication and Transparency

Havana Magnet School is committed to fostering strong, consistent, and inclusive communication with families. We utilize a variety of communication tools, including:

- Home-to-school and school-to-home communication in multiple languages
- Flyers, monthly newsletters, and school bulletins
- HMS Parent and Guardian Remind messages
- Updates on the school website, email alerts, and social media platforms
- Learning platforms such as Class Dojo, Clever, Classroom Remind, and Focus

These channels ensure that families are informed, empowered, and equipped to play an active role in their child’s education and in the broader school improvement process.

Parent and Community Involvement in Title I Programs

Parents have a critical role in the planning, implementation, and evaluation of Title I programs. The School Advisory Council (SAC) will serve as the primary structure through which families can engage

in decision-making regarding Title I funds, instructional programs, and student services. Parents will also have opportunities to:

- Participate in the Annual Title I Meeting
- Attend SAC meetings, Parent Expo events, and family engagement workshops
- Provide feedback through academic data reviews and stakeholder surveys
- Contribute to the ongoing review and refinement of the Parent and Family Engagement Plan

Community Support and Partnerships

HMS is proud to collaborate with local businesses, nonprofit organizations, and civic groups who share our vision of student success. Our community partners actively support school initiatives by contributing time, expertise, services, and supplies. These partnerships not only enrich the student experience but also promote a culture of collective responsibility and shared leadership.

In summary, Havana Magnet School's approach to developing the SIP and implementing Title I programs is rooted in collaboration, transparency, and a deep respect for the contributions of our families and community. Through inclusive planning, open dialogue, meaningful engagement opportunities, and dynamic educational experiences like field trips, HMS is building a stronger, more connected school that is prepared to meet the evolving needs of all students.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

At Havana Magnet School (HMS), everything we do is guided by one core belief: it's all about the students. Our goal is to ensure that every scholar is equipped with the tools, resources, and support they need to succeed not only in the classroom, but in life. We know that the path to student achievement is strengthened by authentic partnerships among families, school staff, and the community. That's why we are committed to transparency, collaboration, and action in everything we do—starting with the Schoolwide Improvement Plan (SIP).

The SIP outlines our vision, goals, and specific strategies to raise student achievement, strengthen instruction, and create an environment where every child can thrive. To ensure this plan is accessible and meaningful for our families, HMS will publish the SIP in multiple locations:

- On our official school website
- On our Facebook page
- In the main lobby of the school

By making this plan widely available, we are making sure every parent, guardian, and community member has a clear understanding of our direction and an open invitation to be a part of the journey.

But at HMS, we go beyond words—we let data drive our decisions. Our teachers continuously analyze student progress through high-quality assessment tools like STAR Early Literacy, STAR Reading, STAR Math, FAST ELA, FAST Math, and Science (where applicable). This data gives us a detailed picture of how each student is performing, allowing us to identify both strengths to celebrate and areas that need additional support.

This process isn't done in isolation. Grade-level and content-area teachers meet weekly during Professional Learning Communities (PLCs) to review this data. These collaborative meetings empower teachers to discuss trends, share strategies, and adjust instruction to meet the real-time needs of their students. Through these efforts, we ensure that instruction is not only aligned to standards, but customized to the unique learning journey of each student.

After each round of Progress Monitoring (PM), our teams immediately review the results to refine our instructional plans, adjust interventions, and deliver support when and where it's needed most. We don't wait. We act—because every instructional minute matters. These reviews are also monitored by the Gadsden County School District, helping ensure our efforts remain aligned to district-wide goals for excellence.

In some cases, our data may even inform staffing decisions—ensuring that our students are taught by the educators who are best equipped to meet their academic needs. This data-driven staffing model is another way we ensure every child gets the support and high-quality teaching they deserve.

Through every step of this process, our students are at the center. Our commitment is to provide them with rigorous, engaging instruction within a nurturing environment. But we know we cannot do it alone.

Parents and families, you are essential. Your involvement makes a difference. Whether it's attending a parent meeting, reviewing the SIP, engaging in a data chat, or simply checking in with your child's teacher—your voice matters. Your partnership ensures that our students feel supported, both at school and at home.

Together, we are shaping a brighter future for every student at Havana Magnet School. With your continued engagement and support, we can ensure that our students not only meet expectations—they exceed them.

Let's continue to work hand in hand to create a school community where every child is known, valued, and challenged to achieve their very best.

Thank you for your commitment to our scholars. At HMS, the future is bright—because it's all about the students.

#OnwardAndUpward #ItsAllAboutTheStudentsAtHMS #NoExcuses

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**COMBINATION** **PK-8**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 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 **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2025-26: C** **2024-25: C** **2023-24: C** **2022-23: C** **2021-22: D**

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	
School Enrollment	53	65	47	62	59	39	49	39	48	461
Absent 10% or more school days	20	37	31	18	19	27	23	18	19	212
One or more suspensions	4	3	7	7	11	17	15	20	14	98
Course failure in English Language Arts (ELA)	2	2	8	14	14	18	13	3	0	74
Course failure in Math	2	2	5	6	13	12	16	1	0	57
Level 1 on statewide ELA assessment	20	30	26	15	11	11	5	7	6	131
Level 1 on statewide Math assessment	12	29	29	18	21	10	2	8	9	138
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	1	0	12	1	0	0	0	0	14
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0	0	0	0	0	0	0

Current Year 2026-27

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	11	22	23	15	30	22	22	13	13	171

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	3	4	6	8	8	2	7	0	0	38
Students retained two or more times	0	0	0	2	3	4	3	1	1	14

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	70	56	63	74	54	47	46	46	50	506
Absent 10% or more school days	41	41	35	28	33	23	18	20	23	262
One or more suspensions	7	15	18	14	27	10	20	22	22	155
Course failure in English Language Arts (ELA)	1	7	11	17	20	18	22		10	106
Course failure in Math	2	7	8	6	8	10	24	8	1	74
Level 1 on statewide ELA assessment	31	31	31	27	21	13	12	10	9	185
Level 1 on statewide Math assessment	22	25	30	23	19	15	16	10	8	168
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	47	39	40	36	18	16	23	11	5	235
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	36	38	30	35	36	26	32	21	22	276

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2	2	2	7	4		1	1		19
Students retained two or more times				2	5	2	2	1	1	13

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

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

A. ESSA School, District, State Comparison

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

Data for 2025-26 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	55	43	64	43	40	61	39	32	58
Grade 3 ELA Achievement	46	51	64	41	47	62	30	45	59
ELA Learning Gains	67	51	62	54	54	61	61	46	59
ELA Lowest 25th Percentile	71	52	55	62	60	55	62	49	54
Math Achievement*	53	47	64	42	42	62	45	37	59
Math Learning Gains	61	53	61	51	54	60	62	50	61
Math Lowest 25th Percentile	61	55	52	46	56	53	62	55	56
Science Achievement	40	39	60	42	33	57	23	21	54
Social Studies Achievement*	80	54	77	63	55	74	65	45	72
Graduation Rate		87	77		86	72		63	71
Middle School Acceleration	50	72	79	61	60	75	34	48	71
College and Career Acceleration		84	61		62	56		89	54
Progress of ELLs in Achieving English Language Proficiency (ELP)					43	61		57	59

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

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

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

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

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	58%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	584
Total Components for the FPPI	10
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	**2024-25**	**2023-24**	**2022-23**	**2021-22**	**2020-21****	**2019-20***
58%	52%	50%	36%	41%	41%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	55%	No		
English Language Learners	69%	No		
Black/African American Students	57%	No		
Hispanic Students	69%	No		
White Students	72%	No		
Economically Disadvantaged Students	55%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	55%	46%	67%	71%	53%	61%	61%	40%	80%	50%			
Students With Disabilities	41%		64%	65%	51%	76%	65%	21%					
English Language Learners	51%		75%	83%	71%	63%							
Black/African American Students	52%	33%	66%	66%	48%	59%	54%	35%	86%	67%			
Hispanic Students	55%	83%	70%	81%	70%	68%		56%					
White Students	82%		80%		59%	67%							
Economically Disadvantaged Students	55%	47%	66%	67%	48%	56%	55%	35%	76%	44%			

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	43%	41%	54%	62%	42%	51%	46%	42%	63%	61%			70%
Students With Disabilities	35%		54%	35%	27%	49%	42%	35%	45%				
English Language Learners	45%		66%	86%	62%	66%	77%						70%
Black/African American Students	41%	35%	50%	50%	37%	45%	32%	41%	65%	61%			
Hispanic Students	50%	55%	59%	81%	63%	70%	77%	54%	45%				67%
White Students	41%		75%		41%	50%							
Economically Disadvantaged Students	42%	38%	50%	58%	39%	47%	37%	43%	63%	63%			73%

	2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	39%	30%	61%	62%	45%	62%	62%	23%	65%	34%			64%
Students With Disabilities	7%		49%	48%	15%	44%	42%	8%					
English Language Learners	40%		55%		47%	52%							64%
Black/African American Students	35%	23%	61%	66%	40%	61%	67%	17%	59%	27%			
Hispanic Students	50%	70%	66%	46%	62%	62%		32%		50%			
White Students	33%		45%		53%	58%							
Economically Disadvantaged Students	38%	30%	61%	61%	44%	60%	62%	22%	64%	33%			64%

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

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

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

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	47%	43%	4%	60%	-13%
ELA	4	56%	41%	15%	60%	-4%
ELA	5	41%	34%	7%	61%	-20%
ELA	6	65%	40%	25%	62%	3%
ELA	7	48%	40%	8%	62%	-14%
ELA	8	54%	40%	14%	60%	-6%
Math	3	52%	61%	-9%	66%	-14%
Math	4	37%	48%	-11%	65%	-28%
Math	5	38%	38%	0%	62%	-24%
Math	6	69%	47%	22%	60%	9%
Math	7	64%	48%	16%	53%	11%
Math	8	38%	39%	-1%	61%	-23%
Science	5	41%	27%	14%	60%	-19%
Science	8	9%	32%	-23%	52%	-43%
Civics	7	77%	58%	19%	77%	0%
Biology	8	92%	74%	18%	91%	1%
Algebra	8	77%	67%	10%	84%	-7%

III. Planning for Improvement

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

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

Most Improvement

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

The notable improvement in 5th Grade Science, Biology and each grade's increse in proficiency rates can be attributed to a strategic and intentional system of instructional practices, continuous data analysis, effective use of personnel, and student-centered learning experiences. Below is a breakdown of key strategies and action steps that contributed to our academic success and will continue to guide our school improvement efforts.

1. Regular Data Chats with Stakeholders

Explanation:

Ongoing data chats between teachers, students, administrators, and instructional coaches were critical in keeping instruction aligned with student needs. These reflective conversations occurred weekly and provided opportunities to immediately adjust instruction, set goals, and ensure student ownership of learning. Students began to track their own progress, increasing accountability and motivation.

2. Spiral Review for Knowledge Retention

Explanation:

Teachers implemented spiral review techniques to reinforce prior learning continuously. In Algebra and Civics, where mastery of foundational concepts is essential, revisiting previously taught skills allowed students to retain and apply knowledge in new contexts, reducing skill gaps and supporting long-term academic growth.

3. Use of Exit Tickets and Daily Formative Checks

Explanation:

Exit tickets and bell ringers were used consistently to assess student understanding in real-time. Teachers analyzed this data daily to inform the next day's instruction. This ensured that misconceptions were addressed immediately, rather than compounding over time.

4. Collaborative Content Planning (PLCs)

Explanation:

Dedicated time for weekly PLCs enabled teachers to co-plan, unpack standards, analyze data, and align assessments. These collaborative sessions fostered a shared vision and deepened teachers' understanding of the benchmarks, leading to more coherent and targeted instruction.

5. Data Tracking and Ongoing Analysis

Explanation:
Teachers and instructional leaders continuously monitored student progress through dashboards, benchmark assessments, and classroom data. This allowed for data-driven groupings, re-teaching, and strategic interventions, particularly for students at risk of not demonstrating proficiency.

6. Targeted Small Group Instruction

Explanation:
Data-informed small group instruction was used across grade levels to meet the diverse needs of learners. These groups provided remediation, enrichment, and practice in test-taking strategies. Certified staff and paraprofessionals pushed in or pulled out based on real-time data, offering focused instruction in both math and Civics.

7. Utilizing Human Resources Effectively

Explanation:
Administrators, instructional coaches, ETO personnel, and paraprofessionals were strategically deployed to provide support. Their involvement during core instruction and intervention blocks created additional layers of support, ensuring that no student fell through the cracks.

8. Block Scheduling for Extended Instructional Time

Explanation:
Block scheduling in middle school created opportunities for deeper engagement and longer instructional periods. This allowed for full lesson cycles including modeling, guided practice, independent work, and exit activities—all within one class period.

9. Student Progress Monitoring and Reflection

Explanation:
Students engaged in regular goal-setting, tracking their benchmark growth and daily performance. These habits built agency and investment, helping students see the value of their efforts and the results of persistence.

10. Regular Exposure to Test-Like Items

Explanation:
Teachers infused test-format questions into daily lessons and assessments. This consistent exposure to item stems, distractors, and multi-step prompts helped students build confidence and familiarity with the demands of state assessments.

11. Instructional Field Trips to Support Real-World Connections

Explanation:
Intentional, standards-aligned field trips were used to support and extend classroom learning, especially in Civics. Visits to local government buildings, mock trials, and museum tours offered students tangible experiences to connect abstract concepts with real-world applications. Math-focused field trips, such as budgeting workshops and STEM simulations, reinforced content relevance and sparked student interest.

Additional Contributing Factors

- Experienced Teachers and Peer Collaboration:
  The ability to mentor, model, and share effective practices during PLCs significantly boosted instructional quality.
- Parent Engagement and Communication:
  Regular communication with families about progress, support strategies, and expectations helped reinforce learning at home.
- Behavioral and SEL Supports:
  Positive behavior systems and social-emotional learning interventions created safe, focused classrooms conducive to rigorous instruction.

Action Steps and Evidence-Based Interventions

- Sustain and Expand Data-Driven Instruction:
  Teachers will continue to use data to inform instruction and grouping.
- Increase Frequency of Targeted Small Groups:
  Focused interventions will be embedded into the daily schedule, especially for Tier 2 and 3 students.
- Enhance Use of Technology and Digital Tools:
  Technology platforms will be used for diagnostics, practice, and individualized learning paths.
- Build More Real-World Connections Through Field Experiences:
  Expand the number of field trips directly tied to curriculum objectives in Algebra and Civics.

Monitoring and Measurable Outcomes

- Ongoing Data Analysis & Adjustments:
  Benchmark data and formative assessments will be monitored for trends and instructional shifts.
- Teacher Coaching and Support:
  Teachers will continue to receive feedback, modeling, and planning support through instructional coaching.
- Increased Student Proficiency & Learning Gains:
  Monitoring will focus on both overall proficiency and individual learning gains in core tested subjects.

Conclusion

The significant improvements in 5th Grade Science, Biology, and each grade's profiency were not accidental—they were the result of deliberate planning, consistent execution, and the unwavering belief that all students can learn at high levels. Through a blend of rigorous instruction, collaborative planning, data-driven interventions, and meaningful learning experiences like instructional field trips, our students gained the skills, confidence, and knowledge needed to succeed.

As we continue to build on this foundation, we remain committed to refining our practices and removing barriers to ensure even greater student achievement in the years to come.

Lowest Performance

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

The 2026 assessment data identifies several areas that require immediate and targeted attention at Havana Magnet School. The greatest concern is 8th Grade Science, where only 9% of students demonstrated proficiency. This continues a longstanding pattern of low performance, with Science proficiency declining from 45% in 2018 to 23% in 2023 and 2024, reaching only 3% in 2021 and 9% in 2025. This trend indicates a need for a comprehensive and sustained approach to strengthening Science instruction, addressing foundational knowledge gaps, and increasing students' ability to apply scientific concepts to complex assessment tasks.
Additional areas of concern are evident in Mathematics and ELA. In ELA Reading, Grade 5 proficiency is 41%, indicating that students need additional support in reading comprehension, vocabulary, and analysis of complex texts. Mathematics performance is particularly concerning in Grade 4 at 37%, Grade 5 at 38%, and Grade 8 at 38%. These results suggest that students in these grades require targeted instruction, intervention, and frequent progress monitoring to address unfinished learning and ensure mastery of grade-level standards.
These identified areas will serve as the primary focus of HMS's 2026–2027 school improvement efforts.

Key Trends and Contributing Factors:

1. Decline in Science Achievement:
    - Explanation: The decline in Science scores is particularly concerning, with proficiency levels dropping steadily over the years. In 2026, only 40% of students achieved proficiency in Science, a 2% decrease from 2025. Several factors have contributed to this decline:
        - Lack of Prior Science Instruction: In earlier grades, there was insufficient focus on Science, which left students underprepared for the more rigorous content encountered in later grades.
        - Misalignment with Test Content: Teachers may not have fully utilized the science specifications to design lessons that are aligned with the state test content, leading to gaps in students' knowledge and understanding.
        - Limited Instruction on Science Vocabulary: Science vocabulary is crucial for understanding and performing well on assessments. The limited emphasis on building science vocabulary has hindered students' ability to comprehend and respond to test questions effectively.
        - Reading Comprehension Challenges in Lower Grades: Student deficiencies in reading comprehension significantly affects Science scores. Research has shown that there is a direct correlation between the percentage of 5th Grade

students who scored at Level 3 and above in ELA (Reading) has been directly related to the same population of students who scored at Level 3 and above on the Grade 5 Science EOC assessment.

- Classroom management issues also contributed to the steady decline in student proficiency.

Action Steps to Address These Issues:

1. Strengthening Science Instruction:
    - Action Step: Implement a structured science curriculum that includes a strong emphasis on science vocabulary and aligns lessons with state test content. Provide professional development for teachers on using science specifications to design effective lessons.
    - Monitoring: Track student progress in Science through regular formative assessments and adjust instruction as needed based on data.
    - Measurable Outcome: Aim to increase Science proficiency to at least 50% by the end of the 2026-2027 school year.

2. Addressing Reading Deficiencies:
Action Step: Implement a robust vocabulary-building program and provide targeted support for reading informational texts. Incorporate close reading strategies and regular reading practice into the curriculum.

3.Instructional teams will use assessment data to identify specific standards and skills requiring attention, provide targeted small-group intervention, strengthen instructional practices, and monitor student progress throughout the year. Particular emphasis will be placed on 8th Grade Science as the school's most critical academic priority, while Grade 5 ELA and Grades 4, 5, and 8 Mathematics will receive targeted support to accelerate student achievement and close identified learning gaps.

Monitoring: Conduct frequent reading assessments to monitor progress and identify areas where students need additional support.
Measurable Outcome: Reduce the percentage of students below grade level in vocabulary and reading informational texts by at least 10% by the end of the 2025-2026 school year.

Conclusion:
The decline in student performance at HMS is multifaceted, with contributing factors ranging from instructional gaps to attendance issues. By addressing these areas through targeted interventions, strategic use of data, and continuous monitoring, HMS can work towards reversing these trends and improving student outcomes across all subject areas. The action steps outlined are designed to address the root causes of the decline and set the school on a path to recovery and sustained academic success.

Greatest Decline

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

The data component that demonstrated the greatest decline and remains the most significant area of concern is 8th Grade Science. Although overall Science proficiency has fluctuated over the years, 8th Grade Science has shown a persistent pattern of low performance. Proficiency declined from 45% in 2018 to 23% in 2023 and 2024, with 8th Grade Science reaching only 3% in 2021 and 9% in 2025. The most recent 2026 data remains critically low at 9% proficiency.
Several factors contributed to this continued decline. Students have entered 8th Grade with gaps in foundational Science knowledge due to limited or inconsistent Science instruction in earlier grades. In addition, instruction has not always been consistently aligned to the Florida Science Standards, specifications, and the level of rigor reflected on state assessments. Students also demonstrate weaknesses in Science vocabulary and reading comprehension, making it difficult for them to understand complex scientific concepts, interpret data, analyze informational text, and respond to assessment questions.

The 92% proficiency rate in Grade 8 Biology provides important evidence that students are capable of achieving at high levels when instruction and learning conditions are effective. HMS will use the success demonstrated in Biology to examine and replicate effective instructional practices in 8th Grade Science. Moving forward, the school will prioritize 8th Grade Science through targeted intervention, standards-aligned instruction, Science vocabulary development, increased hands-on learning, data-driven PLCs, Eagle Academy support, and frequent progress monitoring, with the goal of increasing 8th Grade Science proficiency from 9% to at least 40% by the end of the 2026–2027 school year.

Contributing Factors to the Decline:

1. Staffing Changes:
    - Turnover of experienced Science teachers or use of long-term substitutes.
    - New or underprepared teachers not fully familiar with curriculum standards or best instructional practices.
2. Curriculum Misalignment:
    - Instructional materials may not have been fully aligned with state standards.
    - Gaps between what was taught and what was tested.
3. Instructional Practices:
    - Overreliance on procedural teaching vs. conceptual understanding.
    - Limited use of formative assessments to guide instruction and address misconceptions

in real-time.

4. Student Readiness and Foundational Gaps:
    - Incoming students may have had weak foundational math skills from earlier grades.
    - Lack of targeted intervention for struggling learners.
5. Attendance and Engagement:
    - Chronic absenteeism or inconsistent attendance in Science courses.
    - Low student motivation or engagement with math content.
6. Technology and Resource Gaps:
    - Insufficient access to technology tools (e.g., graphing calculators, learning platforms).
    - Lack of differentiated resources for remediation and enrichment.
7. Assessment Changes or Test Anxiety:
    - Changes in the state assessment format or difficulty level.
    - Increased test anxiety post-pandemic leading to underperformance.

Techniques to Address and Reverse the Decline:

1. Strengthen Teacher Support and Professional Development:
    - Offer targeted PD on Science standards, data-driven instruction, and differentiated strategies.
    - Establish mentoring or co-teaching models for newer teachers.
2. Curriculum Audit and Alignment:
    - Conduct a curriculum alignment review to ensure full coverage of tested standards.
    - Integrate conceptual and procedural learning with real-world applications.
3. Implement Data-Driven Instruction:
    - Use common formative assessments to monitor progress and adjust instruction.
    - Create PLCs (Professional Learning Communities) to analyze student data weekly.
4. Early Intervention Systems:
    - Establish tiered support (RTI/MTSS) for students with early signs of difficulty.
    - Use math labs or pull-out interventions for Algebra readiness.
5. Increase Student Engagement:
    - Incorporate project-based learning and real-world math problems.
    - Use gamified platforms and interactive tools to boost interest.
6. Leverage Technology:
    - Implement adaptive math software (e.g., ALEKS, IXL, Khan Academy).
    - Provide professional development on integrating digital tools effectively.
7. Enhance Parent and Community Involvement:
    - Offer math nights or workshops to help families support students.
    - Partner with local colleges or STEM programs for tutoring/mentorship.

Conclusion:

The sharp decline in 8th grade science performance at HMS highlights a need for focused, strategic

intervention. By addressing instructional, curricular, and systemic issues while enhancing student support, HMS can work to restore and improve Science achievement outcomes

Greatest Gap

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

ELA achievement often displays the greatest gap due to its foundational role in academic learning. Reading and writing are essential skills that support students' overall educational experience. Deficiencies in these areas can lead to broader academic challenges, affecting students' performance across all subjects. The comprehensive nature of ELA assessments, which evaluate reading comprehension, writing ability, and critical thinking, further underscores the importance of addressing this gap.

Addressing the Gap:

To address the ELA achievement gap at Havana Magnet School, several targeted interventions are recommended:

1. Enhance Instructional Quality:

• Invest in high-quality instructional materials and ensure they align with state standards.

• Provide ongoing professional development for teachers focused on effective ELA instruction.

2. Ensure Curriculum Alignment:

• Regularly review and update the ELA curriculum to ensure it meets state assessment requirements.

• Implement strategies to address any gaps between the curriculum and assessment standards.

3. Support Student Readiness:

- Offer additional support and resources to students from disadvantaged backgrounds to improve their literacy skills.
- Create programs to engage students in literacy activities outside of the classroom.

4. Monitor and Adjust Interventions:

- Continuously monitor student progress and adjust interventions based on data-driven insights.
- Utilize targeted support and enrichment programs to address specific areas of need.

By implementing these strategies, Havana Magnet School can work towards closing the ELA achievement gap and enhancing overall academic performance.

EWS Areas of Concern

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

Attendance for students, faculty, and staff continues to be one of the most pressing challenges at

Havana Magnet School. During the 2025- 2026 academic year, a significant proportion of students across grades PreK–8 were identified as chronically absent—defined as missing 10% or more of the school year, or approximately 18 or more days. Chronic absenteeism is more than a statistic; it reflects a troubling pattern that can severely hinder academic progress, social-emotional development, and long-term student success.

Each day a student is absent represents missed instructional time, lost opportunities for collaboration, and critical gaps in foundational learning. For students already demonstrating academic challenges, these missed days exacerbate the achievement gap and diminish the likelihood of grade-level proficiency. In many instances, chronic absenteeism functions both as a symptom and a root cause of broader academic disparities.

A detailed analysis of our Early Warning System (EWS) data has revealed two urgent and interconnected areas of concern:

1. Persistently High Rate of Chronic Absenteeism:
   Despite the implementation of attendance initiatives, incentive programs, and support strategies, a substantial number of students continue to miss a concerning number of school days. This ongoing issue disrupts instructional continuity and creates inequities in classroom readiness, forcing teachers to differentiate instruction for a wide range of academic needs on a daily basis.
2. Significant Percentage of Students Performing Below Grade Level:
   In conjunction with chronic absenteeism, a high percentage of students are performing below grade level in core academic areas such as reading and mathematics. Our internal assessments and standardized test data clearly reflect a strong correlation between poor attendance and low academic performance. Students who are absent more frequently tend to struggle with content retention, fall behind in skill acquisition, and show reduced engagement with grade-level standards.

Next Steps and Strategic Actions:

To address both chronic absenteeism and academic underperformance, we propose a comprehensive and multi-tiered plan that involves all stakeholders:

- Strengthen Family Engagement and Communication:
  Develop consistent and clear messaging for parents and guardians about the impact of chronic absenteeism on student achievement. Utilize multiple platforms—newsletters, phone calls, social media, and community meetings—to share attendance expectations, offer resources, and reinforce the importance of daily presence.
- Implement Targeted Interventions for At-Risk Students:
  Leverage EWS data to identify students at risk of chronic absenteeism and low academic performance. Provide layered supports such as check-in/check-out mentoring programs, academic tutoring, mental health counseling, and family support services.
- Enhance Schoolwide Attendance Incentives:

Expand and consistently implement recognition programs that reward good and improved attendance. Reinforce a school culture that celebrates showing up—on time and ready to learn—through classroom, grade-level, and whole-school incentives.

- Align Instructional Practices for Learning Recovery:
  Provide professional development for teachers on instructional scaffolding, formative assessment, and differentiated learning strategies to help close learning gaps. Implement structured intervention blocks and progress monitoring tools to ensure students who have missed instruction receive timely, focused support.

Conclusion:
Improving attendance is not a standalone goal; it is foundational to achieving academic equity and excellence. By intentionally addressing chronic absenteeism alongside underperformance, we can close learning gaps, enhance student outcomes, and ensure that every scholar is prepared for success in the next grade level and beyond. The path to higher achievement begins with a consistent presence—and as a school community, we must commit to making every day count.

Highest Priorities

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

Havana Magnet School: Sustaining Continuous Improvement and Academic Excellence
To ensure the long-term sustainability of improvements at Havana Magnet School (HMS), our strategic focus is on deepening teacher capacity, elevating instructional quality, and expanding student learning opportunities. These improvements are not simply initiatives—they are part of a lasting transformation to raise achievement, close learning gaps, and foster a culture of excellence.
Teacher Development and Instructional Capacity
At the heart of our plan is an ongoing investment in professional development (PD). PD will be customized to address data-driven instructional needs across grade levels and subject areas. By targeting these areas, we ensure that teachers are well-equipped with current research-based strategies, a deep understanding of standards, and the ability to deliver high-impact instruction daily. Instructional coaching, peer collaboration, and modeling will continue to be key components of professional learning. Through these, we cultivate a team of reflective practitioners committed to ongoing growth and student success.
Student Enrichment, Intervention, and Field Experiences
To ensure all students achieve their full potential, HMS will offer structured opportunities for both remediation and enrichment. These supports will be delivered in flexible small groups, with students receiving targeted instruction through intervention blocks, push-in support, and adaptive learning platforms.
Additionally, we recognize the value of learning beyond the classroom. As part of our commitment to academic enrichment and whole-child development, field trips will be integrated throughout the year

to provide real-world connections to classroom learning. Planned field experiences may include visits to science museums, historical landmarks, college campuses, and STEM centers, exposing students to new ideas and future possibilities.

These excursions are not only educational but also inspirational, reinforcing key concepts and encouraging students to see themselves as part of a broader world of learning and opportunity.

Tools and Practices for Sustainable Success

HMS will implement a structured system of tools and practices to ensure consistency, accountability, and improvement across all levels:

1. Process Control & Performance Boards

Visual boards will display key performance indicators, current priorities, and progress toward academic goals. These will promote transparency, encourage data-driven decision-making, and allow staff to celebrate successes while addressing challenges collaboratively.

2. Standard Work

Establishing standard operating procedures for planning, instruction, assessment, and classroom routines will help preserve effective practices, increase efficiency, and promote equity in student learning experiences. These processes will be regularly reviewed and refined.

3. Improvement Huddles

These short, focused team meetings will be embedded into our professional culture. During huddles, staff will:

- Review long-term and short-term performance trends
- Monitor progress on current quality improvement initiatives and PDSA cycles
- Identify reasons for success or barriers to progress
- Brainstorm actionable solutions
- Assign ownership of new strategies with clear follow-up expectations

These meetings will ensure that improvement is not a one-time effort but a daily habit embedded into our school's DNA.

Targeted Improvement Goals

HMS is committed to setting ambitious yet attainable goals, with measurable outcomes that impact student achievement and school culture:

1. Increase ELA Proficiency by 10% across all grades
2. Increase Math Proficiency by 10% across all grades
3. Increase Science Proficiency to 50 % in Grades 5 and 8th
4. Increase Biology by 10%
5. Increase Learning Gains in both ELA and Math by 10%
6. Decrease the Number of Chronically Absent Students by 25%
7. Decrease Teacher Absenteeism by 20%

These goals are more than numbers—they reflect our belief in the ability of every student and every teacher to rise. They also underscore our commitment to providing a safe, engaging, and

empowering environment for all learners.

A Culture of Collaboration and Excellence

Sustaining success means fostering a strong school culture. HMS will promote shared leadership, build trust among stakeholders, and use ongoing feedback to adapt and refine our practices. Teachers, staff, students, and families will work together to create a culture that celebrates growth and prioritizes learning.

We believe that when educators are empowered and students are inspired, success becomes inevitable. Our systems of support are not just strategic—they're personal. They reflect our belief in our students' potential and our duty to prepare them for high school, college, careers, and citizenship.

Conclusion

Through tailored professional development, targeted instruction, engaging field experiences, and the use of improvement tools like performance boards and huddles, HMS is laying the groundwork for continuous, sustainable improvement. With clear goals, strong systems, and a relentless focus on student success, we will continue to move Onward and Upward: The Countdown Continues—Beyond Excellence

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

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

Area of Focus #1

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

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

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

Instructional Focus & SMART Goal for 2026-2027

Havana Magnet School

At Havana Magnet School, our primary goal is to ensure that every student receives a challenging, well-rounded, and rigorous education. A key component of our mission is preparing students for long-term academic success by emphasizing kindergarten readiness with a particular focus on foundational literacy skills. Literacy is the gateway to all learning, and we firmly believe that equipping students with strong reading and comprehension skills early in their educational journey is critical to their lifelong achievement.

In addition to early literacy, our work directly supports the district's broader goal of preparing all students for both college and the workforce. We are committed to delivering high-quality, standards-based instruction that challenges students to think critically, solve problems, and demonstrate their learning in meaningful ways. We understand that the road to academic success begins with foundational skills but must be reinforced with rigorous instruction, real-world application, and relevant, engaging experiences.

FAST 2025-2026 Proficiency Data Snapshot

Below is a summary of current proficiency levels, highlighting both strengths and areas for targeted growth:

ELA Reading Proficiency:

- Grade 3: 46%
- Grade 4: 56%
- Grade 5: 41%
- Grade 6: 65%
- Grade 7: 48%
- Grade 8: 54%

Mathematics Proficiency:

- Grade 3: 52%

- Grade 4: 37%
- Grade 5: 38%
- Grade 6: 69%
- Grade 7: 64%
- Grade 8: 38%

Science Proficiency:

- Grade 5: 41%
- Grade 8: 9%

Biology Proficiency:

- Grade 8: 92%

Civics Proficiency:

- Grade 7: 77%

While we are encouraged by areas of progress, particularly in Civics and Biology, there is an urgent need to improve performance across all core content areas—especially in early grades where foundational gaps begin. These numbers indicate the importance of intensive instructional support, early interventions, and strategic planning to meet the academic needs of every learner.

Strategic Focus Areas

To address these challenges and raise student achievement, we will prioritize the following actions:

- Benchmark-Aligned Lesson Planning: Teachers will plan daily instruction that is directly tied to grade-level benchmarks, ensuring clarity of outcomes and expectations.
- Instructional Rigor & Differentiation: We will provide professional development and ongoing coaching to ensure lessons are delivered with appropriate rigor and adjusted to meet the varying needs of all learners.
- Coaching & Walkthroughs: Instructional coaches and administrators will conduct frequent walkthroughs to monitor instructional fidelity and provide actionable feedback to teachers.
- PLC Structures: Stronger structures will be implemented for professional learning communities (PLCs), focused on data analysis, lesson planning, instructional strategies, and student work analysis.
- Parent & Community Engagement: We believe student success is built on a strong school-home partnership. Parents will be invited to engage in data chats, participate in family academic nights, and receive regular progress updates.

Experiential Learning Through Field Trips

To support and enhance academic instruction, field trips will be used as vital tools to provide real-world connections to classroom learning. Students will participate in trips aligned to core content areas such as STEM, history, reading, and environmental science. These experiences will not only enhance academic knowledge but also build confidence, curiosity, and a sense of purpose among our students.

SMART Goal (2025-2026)

By the end of the 2026–2027 school year, we will increase the percentage of students meeting or exceeding proficiency in ELA and Mathematics by at least 10% across all grade levels, as measured by the FAST assessments. This improvement will be driven by a strong focus on rigorous, standards-based instruction, intentional literacy support, structured professional learning communities, and strategic field experiences that extend learning beyond the classroom.
Progress will be closely monitored through quarterly data reviews, coaching feedback, and instructional adjustments to ensure that no student is left behind.

Measurable Outcome

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

At Havana Magnet School, our mission is to foster academic excellence, provide equitable opportunities, and create well-rounded students who are prepared for high school, college, and career pathways. As we enter the 2026–2027 academic year, we remain focused on data-driven, student-centered instruction that promotes growth, critical thinking, and lifelong learning.
Academic Objectives
Our overarching objectives are focused on achieving and sustaining high levels of academic proficiency across critical subject areas, with targeted goals for overall student achievement and specific content areas:

- Core Subject Proficiency (ELA, Math, Science, Civics):
  By May 2027, we aim for 55% or more of students to be proficient in:
    - English Language Arts (ELA)
    - Mathematics
    - Science
    - Civics
      This will be measured using a combination of state assessments, including:
    - Florida Assessment of Student Thinking (FAST)
    - End-of-Course (EOC) Exams for Civics and Biology
    - Statewide Science Assessment (SSA)
    - Edemntum Math, Reading and Science
    - Achieve 3000
- Kindergarten Readiness:
  At least 55% of our prekindergarten students will be ready for kindergarten as measured by the state's kindergarten readiness indicators by June 2026. Early learning is foundational to our long-term goals, and we are dedicated to giving our youngest scholars a strong start.

Strategic Approaches to Meeting Our Goals

To ensure success across all grade levels, Havana Magnet School will implement a comprehensive strategy grounded in the following:

- Standards-Based, Rigorous Instruction:
  All instruction will be aligned to Florida's B.E.S.T. standards and will be delivered with depth and fidelity to promote mastery-level understanding across subjects.
- Data-Driven Decision Making:
  Teachers, coaches, and administrators will consistently review data from FAST, EOC, SSA, and Achieve 3000 to drive instructional adjustments, identify gaps, and monitor student growth.
- Targeted Interventions:
  Students identified as at-risk will receive differentiated support and intervention in small-group settings, with progress monitored closely to ensure continuous improvement.
- Intentional Professional Development:
  Professional learning communities (PLCs) will meet regularly to analyze data, plan rigorous lessons, and align instruction with benchmarks. Teachers will participate in monthly professional development focused on research-based instructional strategies and progress monitoring.
- Instructional Planning and Coaching:
  Our instructional leadership team will provide regular support to teachers through co-planning, modeling lessons, and coaching to ensure instructional alignment and depth of knowledge.

Enrichment Through Field Experiences

To complement rigorous academics, Havana Magnet School will expand field trip opportunities for the 2026–2027 school year to deepen real-world connections and enhance learning across all grade levels. These trips will support cross-curricular learning in STEM, social studies, literacy, and the arts. Planned trips may include:

- Visits to local museums, science centers, and historical sites
- Career and college exploration field trips for upper grades
- Literacy-themed experiences for elementary students
- STEM-focused excursions for hands-on learning in math and science

These experiences will serve to engage students, build background knowledge, and bring learning to life beyond the classroom.

Commitment to Excellence

With continued support from families, community partners, and dedicated staff, Havana Magnet School will remain steadfast in its commitment to excellence. Every decision, every lesson, and every intervention is anchored in our belief that all students can succeed when given the tools, time, and support to grow.

Together, we will empower every scholar to rise, reach their full potential, and meet or exceed our academic targets for the 2026–2027 school year.

Let’s move Onward and Upward…

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Monitoring is a critical component of the educational process, directly influencing student achievement and driving school improvement. At Havana Magnet School (HMS), we recognize that effective monitoring provides the data and insights necessary for informed decision-making regarding instruction and the differentiated support required by our students. To ensure that we are meeting our educational goals and providing every student with the best possible learning experience, we employ a comprehensive and strategic approach to monitoring that encompasses various techniques and involves key members of our leadership team.

Comprehensive Monitoring Techniques at HMS:

1. Review of Lesson Plans:

Regular review of lesson plans allows us to ensure that instruction is aligned with state standards and that the rigor is appropriate for the grade level. Lesson plans are also checked for differentiation strategies to meet the diverse needs of our students. Feedback is provided to teachers to enhance instructional quality.

2. Data Analysis During PLCs (Professional Learning Communities):

PLCs provide a collaborative environment where teachers analyze student data from

assessments, formative checks, and classroom performance. Through these discussions, teachers can identify trends, address learning gaps, and adjust instruction to better meet the needs of their students.

3. Classroom Walkthroughs:

Frequent, informal walkthroughs by administrators and instructional coaches offer real-time insights into classroom instruction, student engagement, and the implementation of best practices. These walkthroughs are followed by immediate, constructive feedback to support continuous instructional improvement.

4. Student Work Samples/Portfolio/Binder Reviews:

Reviewing student work samples, portfolios, and binders provides a direct view of student progress over time. This process helps teachers and administrators assess the effectiveness of instructional strategies and ensure that students are mastering the content.

5. Student Attendance Tracking:

Monitoring student attendance is crucial for identifying patterns that may indicate

disengagement or other issues that could affect academic performance. Regular tracking allows for timely interventions to support students in maintaining consistent attendance, which is essential for academic success.

6. Data Chats with Teachers, Students, and Parents:

Data chats involve in-depth discussions with teachers, students, and parents about individual student performance. These conversations help set goals, celebrate achievements, and develop action plans for addressing areas of concern. They also foster a collaborative approach to supporting student success.

7. Formal Observations:

Formal observations provide a structured opportunity to evaluate teaching practices,

classroom management, and instructional effectiveness. Observations are followed by detailed feedback sessions to guide professional growth and ensure high-quality instruction.

8. Monitoring of SEL Needs Through the MTSS Process:

The Student-Based Team (SBT) and MTSS process helps identify and address students' social-emotional learning (SEL) needs. Monitoring these needs ensures that students receive the necessary support to succeed academically and emotionally.

9. Adaptive Technology Usage and Proficiency Reports:

Monitoring the usage and proficiency of adaptive technology tools, such as those used for reading

and math interventions, ensures that students are benefiting from these resources. Teachers, coaches, and administrators review reports to track progress and make adjustments as needed.

10. Progress Monitoring:

Ongoing progress monitoring through formative assessments and benchmark tests helps track student growth and identify areas where additional support may be needed. This continuous feedback loop allows for timely interventions and adjustments to instruction.

11. Consistent Administrative Walkthroughs with Feedback:

Regular walkthroughs by school administrators provide an additional layer of oversight and support. These walkthroughs ensure that instructional practices align with school goals and that teachers receive the guidance needed to refine their approaches.

12. Lesson Plans Feedback:

Providing consistent feedback on lesson plans helps ensure that they are well-constructed, aligned with

standards, and designed to meet the diverse needs of all students. This feedback loop is essential for maintaining high instructional standards.

Monitoring Support by the Leadership Team:

The success of our monitoring efforts is reinforced by the active involvement of key members of our leadership team. This team includes:

• Principal and Assistant Principal:

The principal and assistant principal play a crucial role in overseeing the implementation of monitoring strategies, providing leadership and direction, and ensuring that all efforts are aligned with the school's goals.

• District Math and Reading Specialists:

These specialists offer expertise in their respective areas, supporting teachers in analyzing data, refining instructional strategies, and implementing interventions that target specific learning gaps.

• Education Transformation Team and Coaches:

The Education Transformation Team, along with instructional coaches, provides ongoing support and professional development to teachers, helping them implement best practices and improve instructional outcomes.

• Adaptive Technology Monitors:

Teachers, coaches, and administrators work together to monitor the effective use of adaptive technology, ensuring that students are engaging with these tools and that they are contributing to improved academic performance.

Ways to Monitor for All Students:

1. Differentiated Instruction:

By monitoring how well teachers implement differentiated instruction strategies, we can ensure that all students, regardless of their starting point, receive the support they need to achieve their potential.

2. Equity Audits:

Conducting equity audits to ensure that all students, especially those from underserved groups, are receiving fair and equal access to quality education.

3. Universal Screening:

Implementing universal screening tools to assess all students' academic and social-emotional needs, allowing for early identification and support for those at risk.

4. Regular Progress Reports:

Providing regular progress reports to students and parents helps keep everyone informed about academic performance and areas needing improvement. These reports can prompt timely interventions and support.

5. Student Surveys:

Gathering feedback from students about their learning experiences and needs through surveys helps to tailor support services and adjust instructional practices to better serve all students. By employing these comprehensive monitoring techniques and involving all key stakeholders, HMS is well-positioned to make informed decisions that drive student achievement and continuous school improvement.

The monitoring efforts will be actively supported by key members of our leadership team, including the Principal, Assistant Principal, District Math and Reading Specialists, the Education Transformation Team, and instructional coaches. Additionally, teachers, coaches, and administrators will oversee adaptive technology usage and proficiency reports, conduct progress monitoring, provide consistent feedback through administrative walkthroughs, and offer detailed feedback on lesson plans.

Person responsible for monitoring outcome
Leadership Staff

Evidence-based Intervention:
Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).
Description of Intervention #1:
The administrative team at Havana Magnet School is committed to building the instructional capacity of our content area teachers through a multi-faceted approach that combines data-driven decision-making, literacy development, and STEM integration. Our plan focuses on supporting teachers in identifying at-risk students, implementing acceleration strategies, and effectively utilizing nationally recognized resources such as REL Southwest, the IES National Center for Education Evaluation and Regional Assistance, and a suite of progress monitoring tools. To ensure equitable access to high-quality instruction, we are emphasizing a rigorous and coherent literacy framework aligned to the B.E.S.T. Standards. A central component of this initiative is the implementation of evidence-based close reading and writing strategies across all content areas. Teachers will receive professional development on the importance of reading texts multiple times for a range of purposes—including comprehension, analysis, and synthesis. Our weekly after-school faculty sessions will cover topics such as: Selecting complex, grade-appropriate texts Reading for global meaning before analysis Chunking texts for manageable learning Developing and scaffolding text-dependent questions Supporting rereading for deeper understanding Facilitating accountable talk and collaborative discussion Writing analytically to demonstrate comprehension Following each session, grade-level teams will complete application activities and embed these strategies into lesson studies and instructional planning. These strategies will be implemented in classrooms, particularly within reading comprehension lessons, and formally observed using the Florida Center for Reading Research (FCRR) Walkthrough Tool. Constructive feedback will be provided to promote growth and fidelity of implementation. Professional Learning Communities (PLCs) will be leveraged to deepen these instructional practices. PLCs will facilitate collaborative lesson planning, vertical alignment, and analysis of formative and summative data to refine standards-based instruction. Literacy Leadership Team meetings will continue to serve as a space for reflection, refinement, and next steps based on

classroom observations and student data. In alignment with our school's STEM and college-career readiness vision, we are proud to announce our expanded partnership with AEIC (Aerospace Education and Innovation Center) at FAMU. This collaboration is part of our Aerospace Impact Program, which aims to expose students to STEM pathways and foster real-world problem-solving skills. Through this partnership, students will engage in hands-on aerospace activities, mentorship opportunities, field experiences, and interactive sessions with STEM professionals. Teachers will be supported with integrated STEM curriculum components, designed to complement literacy strategies and reinforce cross-disciplinary connections. Additional components of our instructional support plan include: Instructional Coaching: Job-embedded coaching that provides targeted feedback, modeling of best practices, and co-teaching opportunities to strengthen instructional delivery. Tiered Support and Response to Intervention (RTI): A structured framework to ensure the early identification and support of students with academic or behavioral challenges, delivering interventions with appropriate levels of intensity based on student progress. Together, this comprehensive plan will support teacher development, elevate instructional rigor, and most importantly, ensure that all students—regardless of background or learning style—have access to a demanding and inspiring educational experience.

Rationale:
Moreover, the master schedule has been intentionally designed to allow for tiered intervention and support at each grade level. This includes dedicated time for small-group instruction and intervention, facilitated by the SBT/RtI Resource Teacher. This structure ensures that students receive the differentiated support they need without compromising core instructional time. Ultimately, this multifaceted approach to literacy instruction will lead to improved academic outcomes not only in English Language Arts, but across all subjects. As students strengthen their reading comprehension, writing fluency, and critical thinking skills, their ability to engage meaningfully with grade-level content will increase. By investing in the professional development of our faculty and implementing consistent, data-driven instructional practices, we are laying the foundation for sustained academic excellence.

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

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

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Action Step #1: Data Analysis and Review

Person Monitoring:
Christopher Germany

By When/Frequency:
Weekly, monthly, and quarterly monitoring will be executed and reviewed with a final report that will be completed by June 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Description:
Regularly analyze and review student performance data from assessments and writing prompts identify areas of strength and areas needing improvement in literacy skills. Based on this data, the school will provide differentiated instructional support, incorporate hands-on STEM and cross-curricular literacy activities, and use real-world experiences, such as field trips, to enhance student

engagement and learning outcomes.
Person Responsible:
Principal and Assistant Principal, in collaboration with instructional coaches and grade-level teams
Timeline:
Ongoing throughout the school year, with structured data review meetings at the end of each grading period, followed by action planning and implementation within the following instructional weeks.
Action to Be Taken and Monitoring the Impact:
1. Implement Leverage Leadership 2.0 Observation and Feedback Practices
Action Description:
The school will adopt and implement the Leverage Leadership 2.0 framework, focusing on systematic observation and feedback practices. This framework supports benchmark-aligned instruction through consistent coaching cycles and actionable feedback for teachers.
Classroom Observations: Administrators and instructional coaches will conduct weekly classroom observations using Leverage Leadership 2.0 protocols.
Feedback Cycles: Teachers will receive prompt, specific feedback tied to lesson objectives, instructional strategies, and student learning outcomes.
Data-Driven Focus: Instructional feedback will directly reflect patterns and gaps identified through student literacy and diagnostic data.
Monitoring Impact:
Track observation frequency, teacher feedback implementation, and changes in instructional practice.
Use walkthrough tools and digital logs to analyze trends across classrooms.
Re-assess instruction and student engagement following coaching cycles.
2. Integration of STEM and Literacy Through Hands-On Activities
Action Description:
Use performance data to identify opportunities for cross-curricular instruction, particularly in STEM and literacy. Teachers will incorporate STEM hands-on activities that require students to read, write, follow procedural text, and reflect on scientific or engineering processes. Example activities might include:
Building simple machines (paired with informational text and writing reflections)
Conducting science experiments and writing lab reports
Coding or robotics tasks that require following written instructions and journal entries
Engineering design challenges with planning and review phases linked to literacy standards
Monitoring Impact:
Teachers will document and submit lesson plans and student work samples.
Administrators will conduct learning walks during STEM literacy integration.
Student journals and reflections will be reviewed during PLCs for evidence of skill application.
3. Literacy-Enriched Field Trips Aligned to Academic Goals
Action Description:
Organize field trips that directly support literacy, STEM, and real-world learning connections. These experiences will be prepped with background reading, integrated with writing tasks, and followed by performance-based assessments. Potential trips include:
Science museums with literacy scavenger hunts
Nature preserves or aquariums, with observation notebooks and informational writing prompts
Local historical sites with narrative writing assignments
University STEM labs or virtual industry tours that tie into research and expository writing
Monitoring Impact:
Student participation and engagement logs
Teacher-designed pre- and post-trip literacy tasks (e.g., KWL charts, reflection essays, vocabulary usage)
Student surveys and rubric-scored writing samples

Overall Impact Monitoring:
Conduct quarterly data reviews to compare student performance pre- and post-intervention.
Share findings during staff meetings and adjust action steps as needed.
Celebrate teacher and student successes tied to improved instruction and outcomes.

Action Step #2
Action Step #2: Professional Learning Communities (PLCs) Focused on Benchmark-Aligned Instruction

Person Monitoring:
Christopher Germany

By When/Frequency:
Weekly, monthly, and quarterly monitoring will be executed and reviewed with a final report that will be completed by June 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Description:
Facilitate focused Professional Learning Community (PLC) meetings where teachers collaborate to align their instruction with the B.E.S.T. benchmarks. Discussions will center on what is being taught, how it is being taught, how student learning is assessed, and targeted interventions for students not yet meeting benchmarks. In addition to planning high-quality core instruction, PLCs will also incorporate planning for field trips, STEM hands-on activities, and cross-curricular experiences that enrich literacy, math, and science understanding.
Person Responsible:
Instructional Coaches and Grade-Level Team Leaders
Timeline:
Weekly PLC Meetings: Ongoing throughout the school year
Monthly Reviews: Follow-up on implementation, student data, and reflection
Quarterly Program Evaluations: Review impact of field trips, STEM integration, and new teacher support
Action to Be Taken and Monitoring the Impact:
1. Implement HMS Eagle University for New and Beginning Teachers
Action Description:
HMS Eagle University will be established as a comprehensive support program for new and beginning teachers. The program will provide:
Workshops on benchmark-aligned instructional strategies
Mentoring focused on lesson planning, classroom management, and effective student engagement
Certification support, including resources and guidance through the certification process
Training on designing and delivering STEM-integrated lessons and planning field trips that reinforce B.E.S.T. benchmarks
Example Workshops and Support Sessions:
Aligning Science Field Experiences to ELA and Math Standards
Integrating Engineering Design Challenges with Literacy and Writing Tasks
Using Data to Plan Differentiated Instruction
Developing Student Journals for Field Trips and STEM Labs
Monitoring Impact:
Track teachers' certification progress and completion of Eagle University milestones
Collect feedback surveys from mentors and new teachers each quarter
Review observation and coaching data to document improvements in instructional delivery
Analyze student performance in classrooms led by participating teachers, with attention to growth in literacy, math, and science
2. Field Trip Planning and Integration with Benchmark Instruction

Action Description:
PLC teams will collaboratively identify and plan field trips aligned to grade-level B.E.S.T. standards to deepen student understanding and engagement. Field trips will include pre-visit lessons, learning goals, and post-visit assessments or reflection activities.
Examples:
Visiting a science center to explore force and motion concepts, followed by a STEM build challenge
Touring a local farm or botanical garden to support informational writing and science standards
Attending a children's engineering expo, connecting STEM careers with math and reading comprehension
Monitoring Impact:
Teachers will submit field trip plans showing alignment to specific benchmarks
Students will complete reflection journals and performance tasks assessed with rubrics
PLCs will review student work samples and discuss effectiveness during follow-up meetings
3. Integration of STEM Hands-On Activities in Core Instruction
Action Description:
PLCs will design and share STEM hands-on learning experiences that connect directly to reading, writing, and math standards. Each grade level will develop a bank of engaging lessons that combine literacy with science, technology, engineering, or math.
Examples:
K–2: Building simple machines and writing procedural texts
3–5: Conducting water filtration experiments and creating informational reports
6–8: Coding challenges and writing reflections on problem-solving processes
Monitoring Impact:
Instructional Coaches will conduct classroom walkthroughs during STEM activities to observe implementation
Student performance data will be compared before and after the integration of STEM learning
Teachers will submit student work artifacts and reflections to be reviewed in PLC meetings
Overall Monitoring and Continuous Improvement:
Data Collection:
Weekly PLC logs documenting discussion focus, decisions, and action steps
Observation records and feedback forms from walkthroughs and coaching visits
Student data reports from classroom assessments, and performance tasks
Review Schedule:
Monthly Review Meetings: Evaluate progress, adjust plans, and celebrate successes
Quarterly Program Evaluations: Assess the impact of HMS Eagle University, field trips, and STEM integration on student outcomes and teacher effectiveness
Feedback Mechanisms:
Surveys from teachers, students, and mentors
Reflection forms completed after field trips and STEM lessons
End-of-year program review to inform future planning

Action Step #3
Action Step #3: Classroom Walkthroughs and Feedback

Person Monitoring:
Christopher Germany

By When/Frequency:
Weekly, monthly, and quarterly monitoring will be executed and reviewed with a final report that will be completed by June 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Description: Conduct regular classroom walkthroughs to observe the implementation of literacy

strategies and benchmark-aligned instruction. Provide immediate, constructive feedback to teachers to support instructional improvement.
Person Responsible: Principal, Assistant Principal, and Instructional Coaches
Timeline: Bi-weekly walkthroughs, with feedback provided within 48 hours.
Action to Be Taken and Monitoring the Impact:
Provide Leadership Training on Core Principles of Effective Leadership:
Action Description: Before the return of teachers, leadership training will be provided to school leaders focusing on the core principles of effective leadership. This training will equip leaders with the skills needed to support and implement strategies that lead to quality benchmark-aligned instruction. Leaders will learn how to model best practices, provide constructive feedback, and create an environment that fosters instructional excellence.
Monitoring Impact: The effectiveness of this training will be monitored by assessing the quality of leadership practices through surveys, leadership evaluations, and the consistency of instructional support provided to teachers. Observations and feedback given by trained leaders will be reviewed to ensure alignment with the core principles taught during the training.

Action Step #4
Action Step #4: Integration of Adaptive Technology and ELL Strategies

Person Monitoring:	**By When/Frequency:**
Christopher Germany	Weekly, monthly, and quarterly monitoring will be executed and reviewed with a final report that will be completed by June 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Description:
Ensure the effective use of adaptive technology to support differentiated learning and integrate ELL strategies across all content areas. Additionally, promote the integration of field trips and hands-on STEM activities to deepen student engagement and support the development of academic language and critical thinking skills. Monitor the impact of these strategies on student performance, with special attention to how they support diverse learners and align with benchmark expectations.
Person Responsible:
Administration Team
Timeline:
Continuous implementation with quarterly progress reviews to assess effectiveness and adjust plans based on student data and teacher feedback.
Action to Be Taken and Monitoring the Impact:
1. Implement HMS Eagle University for New and Beginning Teachers
Action Description:
HMS Eagle University will continue to serve as a comprehensive support program for new and beginning teachers. In addition to certification guidance and training on best practices in literacy and content instruction, Eagle University will:
Provide professional learning on integrating adaptive technology, such as Edmentum other digital tools, to tailor instruction and differentiate support.
Offer workshops on planning and delivering STEM-focused lessons and field trips that build academic vocabulary and real-world connections.
Support new teachers in designing lessons that embed ELL strategies, including language objectives, sentence frames, and structured oral practice.
Monitoring Impact:
Track certification milestones and completion of Eagle University modules.
Review lesson plans and student work samples from new teachers for evidence of benchmark

alignment, adaptive technology use, and STEM or field trip integration.
Gather feedback from mentors and participants each semester.
Analyze student performance data by classroom and subgroup to assess instructional impact.
2. Provide Leadership Training and Practice the Seven Levers of Leadership
Action Description:
Prior to teachers returning, all school leaders and instructional coaches will participate in intensive training on the core principles of effective leadership and the Seven Levers of Leadership, which include:
Data-Driven Instruction – Using benchmark and adaptive assessment data to inform planning.
Observation and Feedback – Conducting walkthroughs and providing timely, actionable coaching.
Planning – Supporting teachers in designing lessons that integrate adaptive technology, ELL strategies, STEM hands-on experiences, and field trips aligned to B.E.S.T. benchmarks.
Professional Development – Facilitating learning communities focused on instructional excellence.
Student Culture – Creating a safe, inclusive environment that values curiosity and risk-taking.
Staff Culture – Building trust, collaboration, and accountability among teachers.
Managing Leadership Teams – Ensuring coordinated efforts across the school.
Leaders will adopt tools and techniques for schoolwide transformation, including:
Strategic planning templates for integrating field trips and STEM projects into the curriculum.
Data analysis protocols to track growth in literacy and content mastery.
Observation rubrics that look for evidence of ELL strategies, adaptive technology use, and student engagement in hands-on learning.
Monitoring Impact:
Regular leadership team meetings to review progress in each lever.
Surveys and focus groups with teachers to evaluate the usefulness of tools and supports.
Observations and feedback logs tracking consistency and quality of instructional support.
Student achievement data reviewed quarterly to determine overall effectiveness.
3. Implement Leverage Leadership 2.0 Observation and Feedback Practices
Action Description:
School leaders and instructional coaches will conduct regular observations using Leverage Leadership 2.0 protocols, focusing on:
Literacy strategy implementation.
Integration of adaptive technology and ELL supports.
Evidence of STEM inquiry learning and connections to field experiences.
Use of benchmark-aligned instructional materials.
Feedback will be delivered within 48 hours, highlighting strengths and providing clear next steps.
Monitoring Impact:
Frequency and quality of feedback tracked through observation logs.
Follow-up observations to document teacher implementation of feedback.
Student work artifacts and assessment data analyzed for evidence of growth.
4. Integrate Field Trips and Hands-On STEM Activities to Enhance Instruction
Action Description:
Resource teachers and the ELL Coordinator will collaborate with grade-level teams to plan and implement field trips and STEM experiences that:
Support core academic benchmarks.
Build background knowledge for English learners.
Provide authentic contexts to practice academic language and problem-solving.
Inspire curiosity and deepen understanding of scientific and technical concepts.
Examples of Field Trips and Hands-On STEM Experiences:
Visits to science museums or planetariums to reinforce informational text structures and domain-specific vocabulary.

Agricultural field trips with follow-up lessons on life cycles, coupled with informational writing.
Engineering challenges (e.g., bridge building, robotics) connected to math and science standards.
Virtual field trips to support access and connect global learning experiences to classroom instruction.
Teachers will develop pre-trip and post-trip activities, such as:
Vocabulary pre-teaching.
Structured sentence frames and speaking protocols for ELL students.
Student journals and presentations demonstrating learning connections.
Monitoring Impact:
Review field trip proposals for benchmark alignment and differentiation plans.
Collect student work samples and reflection logs.
Conduct classroom walkthroughs during pre- and post-trip lessons.
Gather student and teacher feedback to improve future planning.
Overall Monitoring and Continuous Improvement
Data Collection and Review:
Quarterly progress reviews assessing implementation fidelity and impact.
Leadership team reflection meetings to analyze trends in observation data, student performance, and teacher feedback.
End-of-year evaluation of HMS Eagle University, leadership training, and field trip/STEM integration to inform future improvement cycles.
Feedback and Communication:
Ongoing communication of progress and successes through staff meetings, newsletters, and professional learning communities.
Celebrations of student and teacher achievements in STEM and literacy learning.
Description: Ensure the effective use of adaptive technology to support differentiated learning and integrate ELL strategies across all content areas. Monitor the impact of these strategies on student performance. Person Responsible: Resource Teachers and ELL Coordinator Timeline: Continuous implementation with quarterly progress reviews to assess effectiveness. These action steps, with clearly defined responsibilities, will ensure that instructional practices are aligned with benchmarks and effectively implemented to support student achievement.
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.
Action to Be Taken and Monitoring the Impact:
Practice the Seven Levers of Leadership and Adopt Tools for Schoolwide Transformation:
Action Description: School leaders and instructional coaches will practice the seven levers of leadership, which include data-driven instruction, observation and feedback, planning, professional development, student culture, staff culture, and managing school leadership teams. These levers will be used to drive transformational growth and support the implementation of strategies that result in quality benchmark-aligned instruction. Tools and techniques that facilitate schoolwide transformation, such as strategic planning templates, data analysis tools, and observation frameworks, will be adopted.
Monitoring Impact: The school will monitor the impact by tracking progress in each of the seven levers through regular leadership team meetings, data analysis, and teacher feedback. The adoption and consistent use of transformational tools will be evaluated through surveys and observations,

ensuring that these tools are effectively supporting the intended instructional improvements. Student achievement data will be reviewed regularly to measure the overall effectiveness of these leadership practices and tools in improving benchmark-aligned instruction.
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 .

Area of Focus #2

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

ELA achievement data indicates a continued need for targeted and sustained improvement across both elementary and middle school grades. Current proficiency data shows that elementary ELA performance is 46% in Grade 3, 56% in Grade 4, and 41% in Grade 5, while middle school proficiency is 65% in Grade 6, 48% in Grade 7, and 54% in Grade 8. The data demonstrate variation in student performance across grade levels, with Grades 4, 6, and 8 showing comparatively stronger achievement, while Grades 3, 5, and 7 represent the greatest areas of concern. These performance differences indicate a need for a systematic approach to identifying specific standards and skills that are limiting student achievement and providing targeted instructional support to address those needs. The school will prioritize increasing overall ELA proficiency by strengthening the quality, consistency, and alignment of standards-based instruction across Grades 3–8. Instruction will be guided by Florida's B.E.S.T. Standards and supported through the intentional use of grade-level standards, learning targets, success criteria, rigorous tasks, questioning strategies, and frequent checks for understanding. Teachers will use student performance data to identify standards requiring additional instruction, remediation, enrichment, and opportunities for mastery. Particular emphasis will be placed on ensuring that students receive grade-level instruction while also receiving targeted support based on identified learning gaps.
A key component of the school's improvement strategy will be the use of data-driven small-group instruction. Teachers will analyze formative, benchmark, progress-monitoring, and state assessment

data to group students according to specific instructional needs rather than broad performance levels alone. Small groups will provide opportunities for teachers to reteach prerequisite skills, address misconceptions, strengthen reading comprehension, develop vocabulary and language skills, and provide additional practice with complex grade-level texts. Students demonstrating proficiency will receive opportunities for enrichment, deeper analysis, and application of skills to increasingly rigorous texts and tasks.

The school will also strengthen the implementation of Tier II and Tier III interventions for students performing below proficiency. Intervention plans will be aligned to identified skill deficits and monitored regularly to determine whether students are responding to instruction. Intervention data will be reviewed during grade-level and collaborative planning meetings so that instructional adjustments can be made in a timely manner. Students who do not demonstrate adequate progress will receive additional instructional support, while students demonstrating sufficient progress will be appropriately adjusted within the intervention framework.

Collaborative planning and Professional Learning Communities (PLCs) will serve as an important structure for improving ELA instruction. Grade-level and content-area teams will regularly examine student work, assessment results, standards mastery, instructional practices, and intervention data. Teams will identify essential standards, determine the level of rigor expected for each standard, develop common formative assessments or checks for understanding, and plan instructional responses based on student performance. PLC conversations will focus on four essential questions: What do students need to know and be able to do? How will we know whether they have learned it? What will we do when students have not learned it? What will we do when students have already demonstrated mastery?

Professional development will be provided based on identified instructional needs and student performance data. Professional learning will focus on evidence-based reading instruction, standards alignment, comprehension strategies, vocabulary development, fluency, close reading, text-dependent questioning, writing about reading, and the effective use of formative assessment. Teachers will have opportunities to collaborate, examine high-quality instructional practices, analyze student work, and apply new strategies within their classrooms. Administrative walkthroughs and observations will be used to provide timely feedback and ensure that professional learning is reflected in classroom practice.

Particular attention will be given to the lowest-performing grade levels. Grade 3, with 46% proficiency, Grade 5, with 41% proficiency, and Grade 7, with 48% proficiency, will receive additional scrutiny through data analysis, instructional walkthroughs, student work reviews, and targeted intervention planning. School leaders and instructional teams will examine the specific standards and skills contributing to lower performance and develop action steps that address those needs. While these grades will receive additional support, improvement efforts will remain focused on all Grades 3–8 to ensure that stronger-performing grades continue to grow and do not experience a decline in achievement.

The school will also monitor achievement gaps among identified student subgroups. Disaggregated data will be reviewed to determine whether all student groups are making appropriate progress toward proficiency and annual growth expectations. When gaps are identified, instructional teams will develop targeted responses that address the academic needs of individual students and subgroups. Progress will be monitored through multiple measures to ensure that improvement efforts are producing measurable results rather than relying solely on end-of-year assessment data.
Progress monitoring will occur throughout the school year using classroom assessments, common formative assessments, district and state progress-monitoring data, intervention data, and other approved assessment measures. Grade-level teams and school leaders will establish regular checkpoints to review student performance and determine whether students are on track to meet proficiency and growth expectations. Data meetings will be used to celebrate progress, identify students requiring additional support, evaluate the effectiveness of instructional strategies, and make timely adjustments when expected growth is not occurring.
The school will also emphasize the importance of maintaining high expectations for all students. Students will be provided consistent opportunities to engage with appropriately rigorous, grade-level texts and tasks. Teachers will explicitly communicate learning expectations and provide students with meaningful feedback regarding their progress. Students will be encouraged to take ownership of their learning by understanding the standards they are expected to master, monitoring their own progress, and setting academic goals.
The overarching goal is to increase ELA proficiency across all Grades 3–8 while accelerating growth in the lowest-performing grades and closing achievement gaps among identified student subgroups. The school will use a continuous improvement cycle of plan, implement, monitor, analyze, and adjust to ensure that instructional decisions are responsive to student needs.
By the end of the school year, the school expects to see measurable improvement in ELA proficiency across Grades 3–8, with accelerated progress in Grades 3, 5, and 7. Success will be demonstrated through increased standards mastery, improved progress-monitoring results, stronger performance on common assessments, increased student growth, and improved end-of-year state assessment outcomes. Through consistent standards-based instruction, targeted intervention, collaborative planning, professional learning, and ongoing progress monitoring, the school will work to ensure that every student has the opportunity to achieve at high levels and demonstrate measurable annual growth in ELA.

Measurable Outcome

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

By the end of the 2026–2027 school year, students in Grades 3–5 will demonstrate increased achievement in ELA as measured by the B.E.S.T. Reading Assessment. The school will increase overall ELA proficiency from the current HMS baseline of 46% to at least 50%, representing a

minimum 4-percentage-point increase in proficiency. This improvement will move the school closer to the 2026 Florida state average of 61% and place HMS within approximately 15 percentage points of the state average.

For students in Grades 6–8, the school will increase overall ELA proficiency to at least 60%, representing a significant improvement toward the 2026 Florida state average of 62%. The goal is to narrow the gap between HMS student performance and statewide achievement while ensuring that students demonstrate meaningful annual growth and increased mastery of grade-level ELA standards.

To accomplish this goal, the school will implement a comprehensive, data-driven approach to ELA instruction. Teachers will use B.E.S.T. standards, benchmark data, progress-monitoring results, classroom assessments, student work, and other approved assessment measures to identify specific standards and skills requiring additional instructional attention. Instructional teams will establish measurable short-term benchmarks throughout the school year to determine whether students are progressing toward the end-of-year proficiency targets.

Particular emphasis will be placed on students who are currently performing below proficiency. Teachers will provide targeted small-group instruction, Tier II and Tier III interventions, standards-based reteaching, differentiated instructional activities, and additional opportunities for students to practice and demonstrate mastery of essential reading skills. Students who demonstrate mastery will receive enrichment and opportunities to apply their skills to increasingly complex texts and tasks.

PLC teams will regularly analyze student performance data to identify trends, determine instructional priorities, and develop responsive instructional plans. Teachers will collaborate to identify essential standards, examine student work, develop common assessments and checks for understanding, and determine appropriate interventions for students who have not yet demonstrated mastery. School leaders will monitor implementation through classroom walkthroughs, observations, lesson-plan reviews, student work analysis, and data meetings.

Progress toward the goal will be monitored at multiple points throughout the 2026–2027 school year. Interim data will be used to establish whether students are on track to meet the identified proficiency targets. If data indicate that students or grade levels are not demonstrating sufficient progress, the school will adjust instructional strategies, intervention groups, professional learning, and resource allocation as needed. Grade levels demonstrating stronger performance will also be monitored to ensure that achievement is maintained while continued growth is pursued.

The school will also disaggregate ELA achievement data by identified student subgroups to determine whether achievement gaps are narrowing. Additional support will be provided when data indicate that particular groups of students are not progressing at an appropriate rate. The ultimate goal is not only to increase the overall percentage of students meeting proficiency but also to ensure that all students have equitable access to rigorous, standards-aligned instruction and meaningful opportunities to demonstrate academic growth.

Expected Outcome

By the end of the 2026–2027 school year, HMS expects to:

- Increase Grades 3–5 ELA proficiency from 46% to at least 50%.
- Increase Grades 6–8 ELA proficiency to at least 60%.
- Reduce the achievement gap between HMS and the 2026 Florida state averages of 61% for Grades 3–5 and 62% for Grades 6–8.
- Increase the percentage of students demonstrating mastery of grade-level B.E.S.T. Reading standards.
- Improve outcomes for students performing below proficiency through targeted intervention and progress monitoring.
- Reduce achievement gaps among identified student subgroups.
- Establish a consistent cycle of data analysis, targeted instruction, intervention, progress monitoring, and instructional adjustment.

Through this focused approach, HMS will work toward creating sustained improvement in ELA achievement and establishing a stronger foundation for students' continued success in middle school, high school, and beyond. The school will maintain high expectations for every student while using timely data and evidence-based instructional practices to ensure that students receive the support necessary to make measurable progress toward proficiency.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Teachers will deliver rigorous and relevant lessons daily to ensure that all students receive instruction appropriate to their grade level. Instructional planning will occur weekly, with teachers using benchmark item specifications to guide and inform their lessons. To achieve this goal, our school will implement the PLAN-DO-CHECK-ACT cycle, which includes the following steps:

1. Analyze data to identify student performance levels and assign appropriate tiers.

2. Create a timeline for teaching the required standards.

3. Design lesson plans that address the diverse needs of all students.

4. Conduct frequent assessments to measure student progress.

5. Offer targeted tutorials through teacher-led small groups for additional support.

6. Provide enrichment opportunities that challenge all students.

7. Reinforce skills and maintain knowledge through centers and small group instruction. 8. Continuously monitor and evaluate student progress to ensure success.

Person responsible for monitoring outcome
Administrators

Evidence-based Intervention:
Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
To achieve measurable improvements in oral reading fluency and overall reading proficiency, Havana Magnet School will implement a combination of evidence-based reading interventions, technology-supported instructional programs, and targeted intervention services. These supports will be used to identify individual student needs, provide differentiated instruction, and monitor progress across grade levels. Edmentum Online Program: Edmentum will be utilized as a technology-based instructional resource to provide students with personalized reading practice and targeted instruction based on individual learning needs. Student performance data will help teachers identify specific skill deficits and provide appropriate remediation and reinforcement. The program will supplement core reading instruction and provide additional opportunities for students to practice reading skills at their instructional level. Amira Intelligent Reading Program: Amira will be used to assess and support students' oral reading fluency through individualized practice and immediate feedback. The program will provide data on students' reading performance, including areas of strength and specific fluency needs. Teachers will use this information to develop targeted instructional strategies and monitor student growth.

Rationale:
Our students are struggling with vocabulary and fluency, which hinder the comprehension process. The challenge of students struggling with vocabulary and fluency is a critical concern that significantly impacts their ability to comprehend texts and engage meaningfully with academic content across all subject areas. Vocabulary and fluency are foundational skills in the reading process, and deficits in these areas can create substantial barriers to academic success. Addressing these challenges is essential for ensuring that students are not only able to decode words but also understand and analyze the material they encounter in their educational journey. Vocabulary knowledge is a key component of reading comprehension. Students who possess a broad and deep vocabulary are better equipped to understand complex texts, grasp nuances in meaning, and engage in higher-level thinking. Vocabulary serves as the building blocks of language, enabling students to make sense of the words they read and to connect them to prior knowledge. When students struggle with vocabulary, they are less likely to understand the context of what they are reading, leading to difficulties in comprehension and, ultimately, in their ability to perform well academically. Research shows that vocabulary is strongly correlated with reading comprehension. Students who have a limited vocabulary often struggle to make sense of the texts they read, which can lead to frustration, disengagement, and a lack of confidence in their reading abilities. This, in turn, can create a negative feedback loop where students read less, further hindering their vocabulary development and comprehension skills. Fluency, the ability to read text accurately, quickly, and with appropriate

expression, is another critical factor in reading comprehension. Fluency acts as a bridge between word recognition and comprehension. When students read fluently, they can focus their cognitive resources on understanding the text rather than decoding individual words. This allows them to better grasp the overall meaning of the text and to engage in more complex comprehension tasks, such as inferring meaning, analyzing arguments, and synthesizing information from multiple sources. Students who struggle with fluency often read slowly and with effort, which can interrupt the flow of reading and make it difficult to retain information. This lack of fluency can cause students to lose the thread of what they are reading, resulting in a disjointed understanding of the text. Furthermore, poor fluency can lead to decreased motivation to read, as students may find the reading process laborious and unenjoyable. The challenges of limited vocabulary and poor fluency extend beyond the reading classroom. These deficits affect students' ability to comprehend and engage with content in all academic areas, including mathematics, science, social studies, and even the arts. For example, in mathematics, understanding word problems and complex instructions requires a certain level of vocabulary knowledge. In science and social studies, students must be able to read and comprehend texts that introduce specialized terminology and complex concepts. When students are unable to keep up with the reading demands of their courses due to struggles with vocabulary and fluency, their overall academic performance suffers. This can lead to gaps in knowledge, lower grades, and a reduced ability to meet state benchmarks and standards. Moreover, students who struggle with reading comprehension are less likely to develop critical thinking skills, which are essential for success in higher education and in the workforce. Given the profound impact that vocabulary and fluency have on comprehension and overall academic success, it is imperative to implement targeted interventions that address these specific areas of need. Interventions might include explicit vocabulary instruction, fluency practice through repeated readings and performance-based activities, and the integration of these skills across the curriculum to ensure that students are consistently exposed to and practice using new vocabulary and improving their fluency. Teachers need to be equipped with strategies and tools to effectively support vocabulary and fluency development in their students. Professional development focused on these areas can empower teachers to integrate vocabulary instruction and fluency-building exercises into their daily lessons, regardless of the subject area. Additionally, the use of adaptive technology and individualized learning plans can help tailor instruction to meet the unique needs of each student, ensuring that they receive the support necessary to improve their vocabulary, fluency, and overall reading comprehension The struggle with vocabulary and fluency that many students face is a significant obstacle to their reading comprehension and academic success. These foundational skills are crucial for understanding and engaging with complex texts, which are pervasive across all areas of the curriculum. By recognizing the importance of vocabulary and fluency, and by implementing targeted interventions to address these challenges, we can create a learning environment where all students are equipped to succeed. Improving these skills will not only enhance students' reading comprehension but also their overall academic performance, setting them on a path to greater achievement and lifelong learning.

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

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

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Action Step #1 : Hire an Intervention Specialist

Person Monitoring:
Christopher Germany

By When/Frequency:
Complete the hiring process by 9/11/26 to ensure the specialist is available for the start of the school year.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Recruit and hire a qualified Reading Intervention Specialist to provide targeted support for students struggling with reading proficiency. The specialist will work with students individually or in small groups to address specific literacy needs.
Collaborative Development of Reading Strategies and Interventions Action: The Reading Interventionist will collaborate closely with classroom teachers to develop and refine reading strategies and interventions that are effective and applicable within the general education setting. This collaboration includes providing ongoing professional development opportunities, training sessions, and access to resources that teachers can use to enhance their literacy instruction.
Monitoring: The school administration will track the frequency and quality of these collaborative sessions and professional development activities. Feedback from teachers and the Reading Interventionist will be collected to ensure that the strategies and interventions are practical and effective in the classroom setting.

Action Step #2
Action Step #2: Continue to Implement Core Curriculum with Increased Rigor and Fidelity

Person Monitoring:
Assistant Principal and Instructional Coaches

By When/Frequency:
Ongoing throughout the school year, with regular check-ins and curriculum reviews at the end of each grading period.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Ensure the continued implementation of the core ELA curriculum, with an emphasis on increasing rigor and maintaining fidelity to the curriculum. This includes providing professional development for teachers to enhance instructional strategies and monitoring the effectiveness of the curriculum through regular assessments.
Implementation of Interventions in the Classroom Action: Classroom teachers will implement the developed reading strategies and interventions during a dedicated 20 to 25-minute intervention block each day. This time will be used to target specific literacy skills and provide focused support to students who need additional help.
Monitoring: Instructional coaches and the Reading Interventionist will conduct regular classroom walkthroughs and observations to ensure that the interventions are being implemented consistently and effectively. Teachers will also maintain logs of the interventions used and the students receiving them, which will be reviewed periodically.

Action Step #3
Action Step #3: Monitor and Assess the Effectiveness of Interventions

Person Monitoring:
Reading Intervention Specialist and Assistant Principal

By When/Frequency:
Assessments and reviews to be conducted quarterly, with data-driven adjustments made as necessary

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Regularly monitor and assess the effectiveness of the interventions provided by the Reading

Intervention Specialist and the implementation of the core curriculum. Adjust instructional strategies and interventions as needed based on student performance data.
Weekly Progress Monitoring and Data Review Action: Weekly progress reports will be generated to assess student growth and progress in reading. These reports will be analyzed by the Reading Interventionist, classroom teachers, and school administrators to determine the effectiveness of the interventions and to identify any students who may require additional support or adjustments to their intervention plans.
Monitoring: The school will establish a routine of weekly data meetings where the progress reports are reviewed. Any necessary adjustments to instruction or intervention strategies will be made based on the data. The effectiveness of these adjustments will be tracked through subsequent reports and ongoing monitoring. By following these steps, the school will ensure that ELA instruction is effectively monitored, allowing for timely adjustments and targeted support that directly contributes to improved literacy outcomes for all students.

Action Step #4
Eagle Academy

Person Monitoring:
Administration

By When/Frequency:
Oct 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Eagle Academy will serve as a targeted academic support initiative designed to provide additional instructional time and individualized support for students who are performing below grade-level expectations in ELA. The program will use student assessment data, including FAST/BEST Reading results and classroom performance data, to identify students who need additional support.
Through Eagle Academy, students will receive targeted small-group instruction focused on specific reading standards and skill deficiencies. Instruction will address areas such as phonics and foundational skills, vocabulary, fluency, comprehension, and responding to complex texts, depending on each student's identified needs.

Area of Focus #3

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

Instructional Practice specifically relating to Math

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

Our primary area of focus for the 2026–2027 school year is improving mathematics proficiency across identified grade levels, with particular attention to students performing below proficiency in Grades 4, 5, and 8. This focus is essential to ensuring that students develop the mathematical knowledge, conceptual understanding, procedural fluency, problem-solving skills, and mathematical reasoning necessary for success in increasingly rigorous coursework and future college and career opportunities.
The 2026 assessment data identifies significant areas of need in Mathematics. Current proficiency

rates are 37% in Grade 4, 38% in Grade 5, and 38% in Grade 8. These results indicate that fewer than half of the students in each of these grade levels demonstrated proficiency on the state assessment. The data suggest that a substantial number of students have not yet consistently mastered the grade-level mathematical standards and require additional instructional support, targeted intervention, and opportunities for intensive practice and application.

The performance data also demonstrate the need for a focused and systematic approach to mathematics instruction. While Grades 3, 6, and 7 demonstrate comparatively stronger performance, continued monitoring and instructional support will be necessary to maintain achievement and promote additional growth. The school will not limit its improvement efforts to the lowest-performing grades; rather, Grades 4, 5, and 8 will receive intensified attention while all grade levels continue to receive standards-aligned instruction and opportunities for enrichment and acceleration.

During the 2026–2027 school year, mathematics instruction will focus on ensuring that students receive rigorous, standards-based instruction aligned to the Florida B.E.S.T. Mathematics Standards. Teachers will prioritize essential standards and skills, clearly communicate learning expectations, and provide students with frequent opportunities to engage in mathematical discourse, explain their thinking, solve authentic problems, justify solutions, and apply mathematical concepts in multiple contexts.

A major component of the improvement effort will be the use of data-driven instructional decision-making. Teachers and instructional leaders will regularly analyze state assessment results, benchmark assessments, progress-monitoring data, common formative assessments, student work, classroom performance, and other approved assessment measures. Data analysis will be used to identify specific standards and prerequisite skills that require additional attention. Rather than relying solely on overall proficiency percentages, instructional teams will examine the specific mathematical concepts and skills contributing to student performance.

The school will place particular emphasis on Grades 4, 5, and 8, where proficiency is currently below 40%. Teachers will identify students who are approaching proficiency, performing below proficiency, or demonstrating significant learning gaps. Instructional groups will be developed based on specific student needs, allowing teachers to provide targeted reteaching, additional guided practice, and opportunities for students to demonstrate mastery.

Small-group instruction and targeted intervention will be incorporated into the instructional day whenever appropriate. Students requiring additional support will receive explicit instruction focused on identified skill deficits and prerequisite knowledge. Intervention will include opportunities for students to work with concrete and visual representations, mathematical models, problem-solving strategies, academic vocabulary, computation, and reasoning. Teachers will use frequent checks for understanding to determine whether students are developing mastery and whether instructional adjustments are needed.

The school will also emphasize the development of mathematical reasoning and problem-solving. Students will be expected to explain how they arrived at an answer, defend their reasoning, evaluate

the reasonableness of solutions, identify errors, compare multiple strategies, and apply mathematical concepts to real-world situations. This approach will move instruction beyond procedural completion and toward deeper conceptual understanding and mathematical thinking.

Professional Learning Communities (PLCs) will provide a structure for teachers to collaboratively examine mathematics data and improve instructional practice. PLC teams will analyze standards mastery, student work, assessment results, and intervention data to identify instructional priorities. Teachers will collaboratively plan lessons, develop common checks for understanding, identify misconceptions, and determine appropriate responses for students who have not mastered essential standards. PLCs will also provide opportunities for teachers to share successful instructional strategies and resources.

The school will use the PLC process to address four critical instructional questions:

1. What do students need to know and be able to do?
2. How will we know whether students have learned it?
3. What will we do when students have not learned it?
4. What will we do when students have already demonstrated mastery?

Professional development will be aligned to identified instructional needs and student performance data. Professional learning may focus on standards alignment, mathematical discourse, conceptual understanding, problem-solving, differentiated instruction, intervention practices, formative assessment, and the effective use of instructional resources and technology. School leaders will monitor the implementation of professional learning through classroom walkthroughs, observations, lesson-plan reviews, student work analysis, and instructional feedback.

Progress monitoring will occur throughout the school year rather than waiting until the end-of-year assessment. Grade-level teams will establish regular data checkpoints to determine whether students are making adequate progress toward proficiency. Students who demonstrate insufficient progress will receive additional support or have their instructional plans adjusted. Students who demonstrate mastery will be provided opportunities for enrichment, acceleration, and application of mathematical concepts at greater levels of complexity.

The school will also monitor mathematics achievement among identified student subgroups. Disaggregated data will be reviewed to determine whether achievement gaps exist and whether students within each subgroup are demonstrating appropriate growth. When gaps are identified, instructional teams will develop targeted strategies and monitor their effectiveness. The goal is to ensure that improvement in overall mathematics proficiency is accompanied by improved outcomes for students who have historically experienced lower levels of achievement.

A continued focus will also be placed on strengthening the transition between grade levels, particularly in Grades 4–5 and Grade 8 as students prepare for increasingly rigorous mathematical coursework. Teachers will identify prerequisite skills that students need to successfully access current grade-level content and will intentionally address unfinished learning without lowering expectations for grade-level instruction.

Ultimately, the school seeks to establish a culture in which mathematics achievement is viewed as a shared responsibility among students, teachers, administrators, families, and the broader school community. Students will be encouraged to develop confidence and persistence as mathematicians and to understand that productive struggle, problem-solving, and learning from mistakes are important components of mathematical growth.

Overall Improvement Focus

The overarching goal for the 2026–2027 school year is to increase mathematics proficiency across Grades 3–8 while accelerating achievement in the lowest-performing grade levels. Particular attention will be given to Grades 4, 5, and 8, where current proficiency rates of 37%, 38%, and 38%, respectively, demonstrate an immediate need for focused instructional improvement.

Through a coordinated system of standards-based instruction, data analysis, collaborative planning, targeted small-group instruction, intervention, progress monitoring, professional development, and ongoing instructional adjustment, the school will work to ensure that more students achieve mastery of grade-level mathematics standards.

The school will continuously evaluate the effectiveness of its strategies and make adjustments based on student performance data. Success will be measured not only by increases in end-of-year proficiency but also by evidence of improved standards mastery, stronger classroom performance, increased student growth, improved problem-solving and reasoning skills, and reduced achievement gaps.

The ultimate expectation is that every student will receive the rigorous instruction, targeted support, and opportunities for mathematical thinking necessary to demonstrate measurable growth and increased proficiency in mathematics. By maintaining high expectations and responding systematically to student needs, the school will work to establish a stronger foundation for future academic success and ensure that students are prepared for advanced coursework, college, careers, and life beyond the classroom.

Measurable Outcome

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

By June 2027, our school will increase mathematics proficiency across Grades 3–8 by at least 10 percentage points, as measured through the FAST assessments and Edmentum assessment data. The goal is to ensure that students demonstrate measurable growth in mathematical computation, conceptual understanding, procedural fluency, problem-solving, mathematical reasoning, and application of grade-level standards.

The school will use the 2026 proficiency results as the baseline for establishing measurable improvement targets for each grade level. Particular attention will be given to Grades 4, 5, and 8, which currently demonstrate the greatest need for improvement. At the same time, the school will continue to support Grades 3, 6, and 7 to ensure that stronger-performing grade levels maintain their

achievement while continuing to make meaningful gains.

Grade-Level Mathematics Targets

Grade2026 Baseline2027 TargetExpected Growth

Grade 3 | 52% | 62% | +10 percentage points

Grade 4 | 37% | 47% | +10 percentage points

Grade 5 | 38% | 48% | +10 percentage points

Grade 6 | 69% | 79% | +10 percentage points

Grade 7 | 64% | 74% | +10 percentage points

Grade 8 | 38% | 48% | +10 percentage points

The school will also establish a specific improvement target for Algebra 1. By the end of the 2026–2027 school year, the school will increase Algebra 1 achievement by at least 10 percentage points, with the goal of having 87% or more of Algebra 1 students demonstrate proficiency. This target reflects the school's commitment to ensuring that students successfully transition into and master more advanced mathematical content.

Instructional Strategies and Action Steps

To achieve these targets, mathematics instruction will be strengthened through a consistent cycle of assessment, analysis, targeted instruction, intervention, progress monitoring, and instructional adjustment. Teachers will use assessment data to identify standards that have been mastered, standards requiring additional instruction, and prerequisite skills that may be preventing students from accessing grade-level content.

Teachers will provide daily standards-based mathematics instruction that emphasizes both conceptual understanding and procedural fluency. Students will have regular opportunities to solve multi-step problems, explain their mathematical thinking, use multiple strategies, analyze errors, justify solutions, and apply mathematical concepts to real-world situations. Instruction will intentionally incorporate mathematical discourse so that students are expected not only to produce an answer but also to explain and defend their reasoning.

Small-group instruction will be used to provide targeted support based on individual student needs. Students performing below proficiency will receive additional instruction addressing identified skill gaps and prerequisite standards. Small groups will be flexible and will change as student data demonstrate progress or continuing areas of need. Students demonstrating mastery will receive enrichment and opportunities to engage with more complex mathematical tasks.

Data-Driven Progress Monitoring

Progress toward the grade-level targets will be monitored throughout the school year using multiple sources of evidence, including:

- FAST progress-monitoring data;
- Edmentum assessment results;
- Common formative assessments;
- Classroom assessments;

- Student work samples;
- Standards mastery data;
- Intervention progress-monitoring data;
- Teacher-created checks for understanding; and
- End-of-year state assessment results.

Grade-level teams will establish regular data-review checkpoints to determine whether students are on track to meet the June 2027 proficiency targets. Data will be disaggregated by grade level, standard, student performance level, and identified student subgroup to ensure that instructional decisions are responsive to specific student needs.

When students are not demonstrating expected growth, teachers and school leaders will determine whether additional intervention, instructional reteaching, changes in grouping, increased practice opportunities, or other supports are needed. Instructional strategies will be adjusted based on evidence rather than waiting until the end of the school year to determine whether students have met the goal.

Professional Learning and Collaborative Planning

Professional Learning Communities will play an important role in achieving the mathematics goal. Teachers will collaborate to analyze student performance, identify priority standards, examine student work, plan rigorous lessons, develop common assessments, and determine appropriate interventions. PLC teams will consistently address the following questions:

1. What mathematics standards and skills must students master?
2. How will we determine whether students have mastered them?
3. What instructional response will we provide when students have not mastered the standard?
4. How will we extend learning for students who have already demonstrated mastery?

Professional development will be aligned to the needs identified through student data. Areas of professional learning may include mathematical discourse, problem-solving, conceptual understanding, differentiated instruction, formative assessment, intervention strategies, standards alignment, and the effective use of FAST and Edmentum data to drive instruction.

Focus on Grades 4, 5, and 8

Because Grades 4, 5, and 8 currently have the lowest mathematics proficiency rates, these grades will receive additional attention throughout the 2026–2027 school year. With baseline proficiency rates of 37%, 38%, and 38%, respectively, fewer than half of the students in these grades currently demonstrate proficiency.

Instructional teams will conduct deeper analysis of the specific standards contributing to lower achievement. Teachers will identify unfinished learning and prerequisite skills while continuing to provide access to grade-level standards and rigorous mathematical tasks. Additional intervention and progress-monitoring opportunities will be provided for students who demonstrate persistent gaps.

The school will also monitor the transition from Grade 4 to Grade 5 and Grade 8 to Algebra 1 and other advanced coursework to ensure that students develop the mathematical foundation necessary

for future success.

Algebra 1 Achievement

Algebra 1 will receive a focused improvement effort because successful Algebra 1 achievement provides an important foundation for students' continued progression through higher-level mathematics. The school will work toward increasing Algebra 1 proficiency by 10 percentage points, with an end-of-year target of 87% or higher proficiency.

Algebra 1 teachers will use frequent formative assessments, standards-based tasks, student work analysis, and progress-monitoring data to identify students requiring additional support. Instruction will emphasize algebraic reasoning, problem-solving, mathematical modeling, procedural fluency, and the ability to apply algebraic concepts in unfamiliar situations.

Students who demonstrate difficulty with prerequisite mathematical skills will receive targeted support while continuing to engage with grade-level Algebra 1 content. Additional opportunities for practice, remediation, and reassessment will be provided to support mastery.

Expected Outcome

By June 2027, the school expects to demonstrate measurable mathematics growth across every grade level. Specifically, the school will work toward achieving 62% proficiency in Grade 3, 47% in Grade 4, 48% in Grade 5, 79% in Grade 6, 74% in Grade 7, and 48% in Grade 8. Additionally, the school will strive to achieve 87% or higher proficiency in Algebra 1.

Success will be determined by evidence of increased student proficiency, improved standards mastery, increased student growth, stronger performance on progress-monitoring assessments, and improved end-of-year assessment results.

The ultimate goal is to establish a culture of high expectations, mathematical confidence, persistence, and continuous improvement. Through consistent standards-based instruction, targeted intervention, collaborative planning, data-driven decision-making, and frequent progress monitoring, the school will work to ensure that every student has the opportunity to make meaningful mathematical growth and demonstrate increased proficiency by the end of the 2026–2027 school year.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The monitoring of our mathematics proficiency area of focus will be rigorous and multifaceted to ensure we achieve the desired outcomes. We will implement the following strategies to monitor progress:

1. **Regular Data Analysis:**

• **Weekly PLC Meetings:** Teachers will engage in Professional Learning Communities (PLCs) to review student performance data from formative assessments, including quizzes, classwork, and exit tickets. These sessions will allow for immediate adjustments to instructional practices and the identification of students who require additional support.

• **Monthly Benchmark Assessments:** Students will take monthly benchmark

assessments aligned with the FAST standards. This data will be analyzed to track progress toward proficiency goals and to identify trends across grade levels that may require targeted intervention.

2. **Classroom Walkthroughs and Observations:**

• **Frequent Walkthroughs:** School administrators and instructional coaches will conduct regular classroom walkthroughs to observe math instruction and provide immediate feedback to teachers. These walkthroughs will focus on the use of data-driven instruction, differentiation strategies, and student engagement in math tasks.

• **Formal Observations:** Scheduled formal observations will provide a deeper analysis of instructional effectiveness and alignment with best practices in math education.

3. **Student Work Reviews:**

• **Monthly Work Samples:** Teachers will collect and review student work samples

monthly to assess understanding and mastery of math concepts. This review will help teachers identify areas where students are struggling and adjust instruction accordingly.

4. **Data Chats:**

• **Teacher Data Chats:** Teachers will participate in regular data chats with school leaders to discuss student progress, review assessment data, and plan for targeted

interventions. These chats will help ensure that all students are making adequate

progress toward proficiency.

• **Student Data Chats:** Students will be engaged in data chats to reflect on their own progress, set goals, and take ownership of their learning. This will empower students to be active participants in

their academic growth.

5. **Progress Monitoring Tools:**

• **Adaptive Learning Software:** We will use adaptive learning tools, such as iReady, to provide ongoing progress monitoring. This software will offer personalized learning

paths for students and provide real-time data on their progress.

• **FAST Interim Assessments:** Students will take interim assessments throughout the year to measure progress toward the state's FAST proficiency standards. These assessments will inform instruction and identify students who may need additional support before the final assessment.

Ongoing monitoring will allow us to make timely and informed decisions to support student learning. By regularly analyzing data and adjusting instructional practices, we will be able to:

• **Identify and Address Gaps Early:** Early identification of students who are struggling will enable us to provide targeted interventions before small gaps become larger obstacles to success.

• **Ensure Alignment with Standards:** Continuous monitoring will ensure that instruction remains aligned with state standards and that all students are on track to meet proficiency goals.

• **Promote Student Ownership:** Engaging students in the monitoring process through data chats will foster a sense of ownership over their learning, motivating them to strive for improvement.

• **Improve Instructional Practices:** Regular feedback from classroom walkthroughs and data analysis will help teachers refine their instructional practices, leading to more effective teaching.

Person responsible for monitoring outcome
Administration Team

Evidence-based Intervention:
Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).
Description of Intervention #1:
At Havana Magnet School, we have implemented the evidence-based strategy of hiring a dedicated math interventionist to support both students and teachers in improving mathematics achievement

across all relevant grade levels. This strategic approach is grounded in research that highlights the effectiveness of targeted interventions and personalized instruction in raising student proficiency in mathematics. The decision to hire a math interventionist is driven by the need to provide specialized support to students who struggle with mathematics, as well as to enhance overall math achievement within the school. Math interventionists are skilled professionals who employ data-driven practices to identify students' specific strengths and weaknesses in mathematics. By using assessment data, the math interventionist can track each student's progress and make necessary adjustments to instruction, ensuring that the interventions are precisely aligned with individual learning needs. This tailored approach allows for more effective remediation and support, as students receive targeted instruction that addresses their unique challenges in mathematics. The math interventionist works closely with students in small group settings, which has been shown to improve math proficiency by providing more personalized attention and fostering a deeper understanding of mathematical concepts. To ensure the effectiveness of this intervention, several monitoring mechanisms will be put in place: Data Analysis: The math interventionist will regularly collect and analyze student performance data to assess the impact of the interventions. This data will include formative and summative assessments, as well as progress monitoring tools. By continuously tracking student progress, the interventionist can make informed decisions about instructional adjustments and additional support needs. Collaboration in PLCs: Teachers will collaborate during weekly Professional Learning Communities (PLCs) to review student data, discuss instructional strategies, and share best practices. The math interventionist will be an active participant in these PLCs, providing insights based on their work with students and helping to align classroom instruction with intervention strategies. Student Progress Reports: Regular progress reports will be generated for students receiving intervention services. These reports will detail the specific areas of improvement, ongoing challenges, and any modifications made to the intervention plan. These reports will be shared with classroom teachers and parents to ensure transparency and to involve all stakeholders in the student’s learning process. Observation and Feedback: School leadership will conduct periodic observations of the math intervention sessions to assess the quality of instruction and the engagement of students. Feedback from these observations will be used to support the interventionist and make any necessary adjustments to the program. By implementing this evidence-based intervention and closely monitoring its impact, Havana Magnet School aims to significantly improve math proficiency among students, ultimately leading to better academic outcomes in mathematics. This targeted approach not only supports students who need additional help but also contributes to a stronger overall math program within the school.

Rationale:
At Havana Magnet School, we have adopted a collaborative approach by integrating a math interventionist into our educational framework to achieve measurable improvements in mathematics across all relevant grade levels. This evidence-based strategy focuses on close collaboration between the math interventionist and classroom teachers to develop and implement effective math interventions that address the diverse needs of our students. The rationale behind selecting this collaborative intervention strategy is rooted in the understanding that consistent and cohesive support is critical to student success in mathematics. The math interventionist is not only responsible for working directly with students who need additional help but also plays a key role in empowering classroom teachers with the tools and resources they need to enhance math instruction. This partnership ensures that the interventions provided in small group settings are seamlessly integrated into the regular classroom environment, creating a cohesive learning experience for students. By aligning intervention strategies with classroom instruction, we can reinforce key mathematical concepts and skills more effectively, leading to improved student outcomes. The math interventionist also provides classroom teachers with tailored strategies, materials, and resources designed to support and enrich math instruction. This collaborative effort enhances the overall quality of math education within the school, as teachers are better equipped to address the needs of all learners,

from those who require remediation to those who are ready for advanced challenges. To ensure the success of this collaborative intervention approach, we will implement a comprehensive monitoring system that includes the following components: Collaborative Planning and Data Review: The math interventionist and classroom teachers will engage in regular collaborative planning sessions, where they will review student data, discuss the effectiveness of current interventions, and plan future instructional strategies. This ongoing collaboration ensures that interventions are responsive to student needs and that teachers are supported in implementing these strategies in their classrooms. Teacher Support and Resource Sharing: The math interventionist will provide continuous support to classroom teachers by sharing instructional strategies, materials, and resources that align with the school's math curriculum. This support will be documented and monitored to ensure that teachers are actively utilizing these resources to enhance math instruction. Student Progress Monitoring: Both the math interventionist and classroom teachers will regularly monitor student progress through formative assessments, standardized tests, and ongoing classroom performance data. This data will be used to adjust interventions as needed and to provide targeted support to students who may be struggling. Feedback and Observation: School leadership will conduct regular observations of both intervention sessions and classroom instruction to assess the effectiveness of the collaboration between the math interventionist and teachers. Feedback from these observations will be used to refine the intervention process and ensure that it meets the needs of all students. Communication with Stakeholders: Progress reports will be shared with parents, classroom teachers, and school administration to keep all stakeholders informed about student achievements and areas for improvement. This transparency helps maintain a focus on continuous improvement and ensures that everyone is working together toward common goals. By implementing this collaborative, evidence-based intervention strategy, Havana Magnet School aims to create a more supportive and effective math learning environment. The close partnership between the math interventionist and classroom teachers is key to ensuring that students receive consistent, high-quality instruction that leads to measurable improvements in math proficiency and overall academic success.

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

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

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Action Step #1: Hiring and Integration of a Math Interventionist

Person Monitoring:
School Principal

By When/Frequency:
September 11, 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The principal will oversee the hiring process of a qualified math interventionist who will focus on providing targeted support to students struggling in mathematics, particularly in grades 3, 5, and 8, where proficiency levels are notably low. Once hired, the math interventionist will be integrated into the school's instructional team and will collaborate closely with classroom teachers to develop and implement effective intervention strategies aimed at boosting math proficiency, with a specific emphasis on improving Algebra 1 achievement scores.

Action Step #2

Action Step #2: Implementation of Data-Driven Instructional Strategies

Person Monitoring: Math Interventionist and Classroom Teachers

By When/Frequency: September 11, 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The math interventionist, in collaboration with classroom teachers, will analyze student performance data to identify specific learning gaps and areas where students need additional support. They will develop and implement data-driven instructional strategies tailored to address these gaps, with a focus on enhancing mathematical skills and conceptual understanding across all grade levels. Regular progress monitoring will be conducted to ensure that interventions are effective and adjustments are made as needed to achieve the desired outcomes.

Action Step #3
Action Step #3: Professional Learning Communities (PLCs) and Teacher Collaboration

Person Monitoring: Instructional Coach and AP's

By When/Frequency: September 11, 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The Assistant Principals and our instructional coach will facilitate weekly Professional Learning Community (PLC) meetings where the math interventionist and classroom teachers will collaborate to review student data, share effective teaching strategies, and plan instructional activities that align with the school's math proficiency goals. These PLCs will focus on building teacher capacity to deliver high-quality math instruction, particularly in the areas of Algebra 1 and foundational math skills, to ensure that all students are supported in reaching proficiency. By implementing these action steps, Havana Magnet School aims to significantly improve mathematics proficiency across all grade levels, with a particular focus on increasing Algebra 1 achievement scores. These targeted efforts are essential to closing the identified performance gaps and ensuring that students develop the critical math skills needed for academic success and future opportunities in STEM-related fields.
The school will hire a dedicated math interventionist who will collaborate with teachers to provide targeted small group instruction. The interventionist will work directly with students who are identified as needing additional support in mathematics, focusing on key areas where they struggle. This approach allows for personalized instruction that addresses individual learning gaps, thereby enhancing overall math proficiency across the school. To measure the effectiveness of having the math interventionist as an additional resource, the school will implement a comprehensive monitoring system that includes the following steps. Student performance on weekly math assessments will be systematically tracked and analyzed. This data will provide insight into the progress of students receiving intervention support and help identify any trends in their learning outcomes. Responsibility: The math interventionist, in collaboration with classroom teachers, will be responsible for collecting and reviewing this data. They will look for improvements in student test scores over time, which will serve as a primary indicator of the intervention's effectiveness.
The collected assessment data will be analyzed during regular Professional Learning Community (PLC) meetings. The focus will be on identifying patterns of improvement or continued areas of struggle among students in small group instruction. Based on this analysis, instructional strategies will be adjusted as needed to better support student learning. Responsibility: The math interventionist and classroom teachers, guided by the instructional coach, will collaborate in PLCs to review the data and make informed decisions about any necessary instructional changes. Progress Monitoring Reports: Periodic progress reports will be generated to document student growth over time. These reports will include a summary of assessment results, specific areas of improvement, and any modifications made to the intervention strategies. These reports will be shared with school leadership to ensure

ongoing oversight and support for the intervention efforts. Responsibility: The math interventionist will prepare these progress reports, with input from the classroom teachers, and present them to the school principal and instructional leadership team. By closely monitoring student performance on weekly assessments and regularly analyzing this data, the school will be able to assess the impact of the interventionist's work on student learning. This ongoing evaluation will ensure that the additional support provided by the interventionist is effectively contributing to improved math proficiency and helping to close the identified gaps in student achievement.

Area of Focus #4

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

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

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

Our school's primary area of focus for the 2026–2027 school year is to improve Science achievement, with a specific emphasis on 8th Grade Science, which represents the most significant area of academic need. Historically, Science achievement at Havana Magnet School has remained low, declining from 45% proficiency in 2018 to 23% in both 2023 and 2024. Eighth Grade Science has demonstrated continued concern, with proficiency at 3% in 2021, 23% during the 2022–2023 Biology assessment, and 8% in 2025.

The most recent 2026 assessment data shows 41% proficiency in Grade 5 Science and 9% proficiency in Grade 8 Science. Although Grade 5 remains below the desired level of achievement, the performance demonstrates a stronger foundation than Grade 8. Of particular importance, Grade 8 Biology achieved 92% proficiency, demonstrating that HMS students are capable of achieving at high levels when instruction, curriculum alignment, student engagement, and learning supports are effective.

Impact on Student Learning

Low Science achievement, particularly in Grade 8, affects students' ability to develop critical thinking, problem-solving, scientific reasoning, and content knowledge necessary for success in advanced coursework and STEM-related fields. Students who struggle to understand scientific vocabulary, interpret data, analyze scientific texts, and apply concepts to real-world situations may also experience difficulty on state assessments and in future science courses.

The 9% Grade 8 Science proficiency rate indicates that a significant number of students need additional support to master grade-level Science standards. Strengthening Science instruction will provide students with the knowledge and skills necessary to become successful problem-solvers, critical thinkers, and lifelong learners.

Rationale for Identifying Science as a Crucial Area of Need

Science was identified as a priority based on the school's historical and current assessment data. The

continued low performance in 8th Grade Science indicates that previous instructional strategies have not produced the level of growth needed. The 2026 Grade 8 Science proficiency rate of 9% requires immediate and sustained intervention.

Several factors may contribute to the continued underperformance, including gaps in foundational Science knowledge, inconsistent alignment to Florida Science standards and assessment specifications, limited Science vocabulary development, reading comprehension challenges, insufficient opportunities for hands-on scientific investigation, and classroom management and engagement concerns that can reduce instructional time.

At the same time, the 92% Biology proficiency rate provides HMS with an important opportunity to identify successful instructional practices and determine how they can be applied to 8th Grade Science. The school will use this evidence of student capacity to guide improvement efforts.

During the 2026–2027 school year, HMS will address this area through standards-aligned Science instruction, targeted intervention, Eagle Academy, Science vocabulary development, increased hands-on learning, data-driven PLCs, professional development, and frequent progress monitoring. The school will establish measurable benchmarks throughout the year to monitor progress and make timely instructional adjustments.

Improving Science achievement is essential to breaking the cycle of low performance and establishing a stronger academic foundation for students. By concentrating resources and instructional efforts on the areas of greatest need—particularly 8th Grade Science—HMS will work toward creating a culture of increased achievement, engagement, and excellence in Science.

Measurable Outcome

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

By the end of the 2026–2027 school year, Havana Magnet School will increase Science proficiency by at least 10 percentage points from the current 2026 baseline. Specifically, Grade 5 Science proficiency will increase from 41% to at least 51%, and Grade 8 Science proficiency will increase from 9% to at least 40% on the state Science assessment. The school will also use the current 92% Grade 8 Biology proficiency rate as a benchmark for identifying and replicating effective instructional practices.

This SMART goal was developed based on the continued need to address low Science achievement, particularly in 8th Grade Science. Historical data shows that overall Science proficiency declined from 45% in 2018 to 23% in 2023 and 2024, while 8th Grade Science has remained a significant area of concern. The current 9% proficiency rate in Grade 8 Science demonstrates the need for immediate, targeted, and sustained intervention.

The goal will be supported through standards-aligned Science instruction, targeted intervention, Eagle Academy, Science vocabulary development, hands-on learning experiences, professional development, collaborative PLCs, and data-driven instructional planning. Teachers will use interim

assessments, formative assessments, and progress-monitoring data to identify specific standards and skills requiring reteaching and intervention.
Progress will be monitored throughout the 2026–2027 school year through quarterly assessments, common formative assessments, classroom performance data, and state assessment benchmarks. Data will be reviewed regularly by teachers and instructional leaders to determine whether students are on track and to make timely adjustments to instruction and intervention. The desired outcome is measurable growth in Science proficiency, with the greatest emphasis placed on moving 8th Grade Science from 9% proficiency to at least 19%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

To achieve the desired outcome of 50% of our 5th grade, 8th grade, and Biology students scoring a level 3 or above on the End of Year Science assessment, we will implement a comprehensive monitoring plan. This plan will focus on ensuring that benchmark-aligned instruction is consistently delivered, and student progress is regularly assessed and addressed throughout the school year.

1. Baseline Assessment: At the beginning of the school year, a baseline assessment will be administered to all students in the relevant grade levels to determine their current level of understanding and identify areas of need. This initial data will guide instructional planning and allow teachers to tailor their lessons to address specific gaps in knowledge.

2. Pacing Guide Development: Teachers will collaborate to develop a detailed pacing guide that aligns with the science standards. This guide will ensure that all necessary content is covered systematically and that instruction is paced appropriately to allow for in-depth exploration of key concepts. The pacing guide will be aligned with benchmark item specifications to ensure that instruction is focused on the skills and knowledge that are critical for student success on the End of Year Science assessment.

3. Lesson Plan Design and Implementation: Teachers will create and implement rigorous and relevant lesson plans daily, designed to meet the diverse needs of their students. Weekly lesson plans will be informed by the pacing guide and will utilize benchmark item specifications as a catalyst for instruction. These lesson plans will focus on ensuring that students receive grade-level appropriate instruction that is both challenging and supportive.

4. Formative Assessments: Formative assessments will be administered regularly to monitor student

progress and identify areas where students may be struggling. These assessments will provide immediate feedback to both students and teachers, allowing for timely interventions and adjustments to instruction as needed.

5. Targeted Tutorials and Support: Students who are identified as not performing well on formative assessments will be provided with targeted tutorials. These small-group or one-on one sessions will focus on addressing specific areas of difficulty, ensuring that students receive the support they need to improve their understanding and performance.

6. Remediation and Enrichment: In addition to tutorials, remediation will be provided for students who need additional help, while enrichment opportunities will be offered to all students to deepen their understanding and engagement with the material. This dual approach ensures that all students are challenged and supported at their individual levels of ability.

7. Spiraling Knowledge: Throughout the school year, teachers will employ a spiral approach to instruction, revisiting key concepts and skills regularly to reinforce learning. This continuous review will help solidify students' understanding and prevent the loss of critical knowledge over time.

8. Ongoing Monitoring and Progress Checks: Student progress will be monitored every nine weeks through a combination of formative assessments, benchmark tests, and classroom observations. These regular progress checks will allow teachers and administrators to track the effectiveness of the instructional strategies being implemented and make data-driven decisions to adjust instruction as needed.

9. Impact on Student Achievement: Ongoing monitoring of this Area of Focus will have a direct and positive impact on student achievement outcomes. By using data to inform instruction and make timely adjustments, teachers will be able to provide more targeted and effective support to students. Regular assessments and progress checks will ensure that any issues are identified early, and that interventions can be implemented promptly. This proactive approach will help keep students on track to meet the desired outcome, ensuring that 59% of our 5th grade, 8th grade, and Biology students achieve a level 3 or above on the End of Year Science assessment.

By maintaining a strong focus on benchmark-aligned instruction, continuous progress monitoring, and targeted support, we are confident that we can achieve significant improvements in science achievement and reach our SMART goal for the 2026-2027 school year.

Person responsible for monitoring outcome
Administration Team

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Our measurable outcome for science is to ensure that 50% of our 5th grade, 8th grade, and Biology students score a level 3 or above on the End of Year Science assessment by the end of the 2026-2027 school year. To support this outcome, students will begin receiving explicit science instruction in earlier grades to address and close gaps experienced in previous years. This approach aims to build a strong foundation in science concepts, ensuring students are better prepared as they progress through the grade levels. A highly qualified science teacher will be hired to ensure that students receive expert instruction in science. A teacher with strong content knowledge and effective pedagogical skills will be able to deliver rigorous and engaging lessons that are aligned with state standards. This intervention is based on evidence that teacher quality is one of the most significant factors affecting student achievement. The quality of instruction is directly linked to student performance. Hiring a highly qualified teacher ensures that students receive the best possible instruction, which is critical for improving science achievement. The teacher's performance will be monitored through classroom observations, lesson plan reviews, and student assessment data. Regular feedback and professional development opportunities will be provided to support ongoing improvement. Science fairs will be hosted at least two times a year to encourage student engagement in scientific inquiry and experimentation. These events will allow students to apply the concepts they have learned in a hands-on, practical way, fostering a deeper understanding of scientific principles. Science fairs promote critical thinking, creativity, and the application of scientific knowledge. They provide students with an opportunity to explore topics of interest, develop research skills, and present their findings, all of which contribute to a stronger grasp of science. Participation and performance in science fairs will be tracked, with teachers providing guidance and feedback throughout the process. The quality of projects and student reflections on their learning will be assessed to gauge the impact on student understanding. Teachers will collaborate weekly during Professional Learning Communities (PLCs) to share best practices, analyze student data, and plan effective science lessons. This collaborative approach ensures that all teachers are aligned in their instructional strategies and are continuously improving their practice. PLCs are evidence-based structures that support ongoing professional development, data-driven decision-making, and collaborative problem solving. They create a supportive environment for teachers to refine their instructional techniques and address challenges collectively. PLC meeting minutes, lesson plans, and student progress data will be reviewed regularly to ensure that collaboration is effective and that instructional practices are leading to improved student outcomes. Students will participate in field trips related to science topics to enhance their learning experiences. These trips will provide real-world connections to the concepts taught in the classroom, making the learning more relevant and engaging. Field trips are a proven method for extending learning beyond the classroom and providing students with opportunities to see science in action. They can ignite interest and curiosity in scientific fields, which can translate into better engagement and understanding in the classroom. Students will begin receiving explicit science instruction in prior grades close to the gaps experienced in previous grades.

Rationale:
Providing teachers with additional resources and opportunities for professional development is crucial

for enhancing the quality of science instruction. These resources will empower teachers to deliver more effective and engaging lessons, ensuring that students receive a well-rounded education. Furthermore, by taking students on science-related field trips, we can offer them hands-on experiences that deepen their understanding and connection to the subject matter. These real-world learning opportunities are invaluable for reinforcing classroom concepts and sparking curiosity. Together, these strategies will equip both teachers and students with the tools needed to achieve higher levels of academic success in science.

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

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

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Action Step #1 Recruit and hire highly qualified science teachers with a strong background in science education and a proven track record of success in improving student outcomes.

Person Monitoring:	**By When/Frequency:**
Principal and Human Resources Department	Complete hiring process before the start of the school year.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The school will take decisive action by hiring a highly qualified teacher to provide rigorous and standards-aligned science instruction to students. This teacher will be responsible for delivering engaging and challenging lessons that address the diverse learning needs of all students, with a focus on improving science achievement. Effectiveness of Instruction: The administration will regularly measure the effectiveness of the teacher's instruction through a variety of methods, including classroom observations, lesson plan reviews, and student performance data. These observations will focus on the teacher's ability to implement the curriculum effectively, engage students in higher-order thinking, and differentiate instruction to meet individual student needs. Feedback will be provided to the teacher to support continuous improvement. The teacher will continuously monitor and track student progress through both formative and summative assessments. Formative assessments, such as quizzes, classwork, and informal checks for understanding, will be used to gauge students' ongoing comprehension and to adjust instruction as needed. Summative assessments, including unit tests and benchmark exams, will be analyzed to measure students' mastery of the content and to identify any areas where additional support may be required. The teacher, along with the instructional coach and science department chair, will regularly analyze assessment data to determine trends, identify gaps in learning, and make informed decisions about instructional strategies. This data-driven approach will ensure that instruction is responsive to students' needs and aligned with the goal of improving science achievement. By closely monitoring these action steps, the school will be able to assess the impact of hiring a highly qualified teacher and make any necessary adjustments to ensure that students are on track to meet the measurable goal of 59% proficiency in science.

Action Step #2
Action Step #2: Develop and Implement Rigorous Science Curriculum

Person Monitoring:
Administration

By When/Frequency:
Each Semester

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Collaborate with newly hired teachers and existing staff to develop a rigorous, standards-aligned science curriculum. This curriculum will include benchmark assessments, hands-on activities, and opportunities for real world application, such as field trips and science fairs.
Curriculum development by the start of the school year; ongoing implementation throughout the year.
The school will host science-related events, such as science fairs, where students will have the opportunity to create and display their own science experiments. These events will be designed to encourage hands-on learning and to deepen students' understanding of scientific concepts. Students will present their experiments to a panel of judges, allowing them to showcase their work, receive feedback, and be recognized for their hard work and creativity. The school will monitor the level of student engagement and participation in these science events. This will include tracking the number of students who submit projects, the diversity of topics covered, and the overall enthusiasm and effort demonstrated by the students. High levels of participation and diverse project topics will indicate a strong interest in science and a positive impact on student learning. The school will assess the quality of the science experiments presented by the students. The panel of judges, which may include teachers, administrators, and community members with a science background, will evaluate the experiments based on criteria such as creativity, scientific method, accuracy, and presentation skills. Feedback from the judges will provide insight into the students' understanding of scientific concepts and their ability to apply what they have learned in the classroom. The school will monitor the recognition and achievement of students who participate in the science events. This includes identifying students who excel in their experiments and providing them with awards or certificates of recognition. The impact of this recognition will be measured by observing any subsequent increases in student motivation, confidence, and interest in science. To gauge the long-term impact of these events, the school will track the progress of students who participate in science fairs, comparing their performance on formative and summative assessments before and after the events. This data will help determine whether participation in hands-on science activities translates into improved understanding and achievement in science over time. By hosting these science-related events and carefully monitoring the outcomes, the school aims to foster a culture of scientific inquiry, enhance student learning, and motivate students to engage more deeply with science. The feedback and data gathered from these events will inform future instructional practices and help the school continue to improve its science education program.

Action Step #3
Action Step #3: Offer ongoing professional development for science teachers focused on effective instructional strategies, use of data to drive instruction, and incorporation of additional resources. This includes attending workshops, collaborating in PLCs, and accessing instructional materials that align with the curriculum.

Person Monitoring:
Administration

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Person Responsible: Professional Development Coordinator and Science Department Chair
Timeline: Begin professional development sessions at the start of the school year, with continuous support provided throughout the year. These action steps will ensure that our school is equipped with the expertise, curriculum, and resources necessary to meet our measurable goal of having 59% of our 5th grade, 8th grade, and Biology students score a level 3 or above on the End of Year Science

assessment.

IV. Positive Learning Environment

Area of Focus #1

Other: Reduce the percentage of out of school suspension incidents, teacher absences and student absences

Area of Focus Description and Rationale

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

Improving student and teacher attendance is crucial at all academic levels, as consistent presence is essential to ensuring high-quality instruction, fostering stable relationships, and supporting the social and emotional well-being of every learner. During the foundational years of learning, students rely heavily on predictable routines and continuous instructional practices. Frequent absences—whether from students or teachers—disrupt these systems and hinder academic progress.

Teacher attendance is especially critical to student success. When teachers are consistently present, they build rapport, reinforce high expectations, and establish trust, which are the cornerstones of effective classroom culture. Likewise, regular student attendance ensures learners are engaged in daily instruction, connected to their peers, and accountable for their learning.

Increased classroom teacher and student attendance, coupled with decreased out-of-school suspension incidents, will help create an environment where students are motivated to strive for excellence and pursue ambitious academic goals. This, in turn, promotes strong community bonds and builds effective relationships between students, teachers, and families.

Academic learning is most impactful when students have daily opportunities to collaborate, discuss ideas, and make meaningful connections to academic content. By strengthening our school's culture of social and emotional learning, we can address emerging needs and lay the groundwork for improved outcomes.

Based on the 2024–2025 school year FSA data, HMS received an overall grade of C. The impact of this rating has been significant, contributing to a 25% decrease in teacher attendance and a 20% decline in student enrollment. These trends are concerning, as they not only reflect disengagement but also contribute to a cycle of underperformance and low morale.

A positive school culture feels energetic, hopeful, and collaborative. It includes teachers and students who work well together, strive to achieve shared goals, and demonstrate respect and care for one another. Our faculty, staff, and students are in constant need of positive reinforcement to sustain high-quality learning, improve attendance, and build a cohesive school community.

To foster a more positive and productive culture for the 2025–2026 school year, it is essential to prioritize strategies that address and reduce:

- Out-of-school suspension incidents
- Chronic student absences
- Teacher absences

By implementing proactive measures, we can cultivate a climate where both students and staff feel valued, supported, and motivated to attend daily.

Key Strategies to Improve Student and Teacher Attendance and Strengthen School Culture:

Enhance Community Engagement:

- Develop partnerships with local organizations, faith-based groups, and businesses to offer incentives for good attendance (e.g., recognition events, rewards, certificates).
- Invite guest speakers, community mentors, and volunteers to participate in school activities and reinforce the importance of daily attendance.
- Organize family engagement nights and workshops to help parents understand how attendance impacts student achievement.

Provide Additional Support for Students and Teachers:

- Offer mentoring programs and check-ins for students with high absenteeism to build relationships and address barriers to attendance.
- Create a teacher wellness initiative that includes mental health resources, peer support groups, and recognition for perfect attendance.
- Implement an early warning system to identify and intervene with students and teachers experiencing attendance challenges.

Design a More Inclusive and Engaging Curriculum:

- Incorporate field trips tied to curriculum standards, exposing students to real-world learning experiences that spark curiosity and encourage attendance. Examples:
    - Visits to museums, STEM centers, or local businesses
    - College campus tours to build college and career readiness
    - Community-based service learning projects
- Integrate hands-on STEM activities in every grade level to increase student motivation and create excitement about learning.
- Embed culturally responsive teaching practices and student choice into lessons to strengthen engagement and relevance.

Strengthen the Connection Between Home and School:

- Increase communication through newsletters, social media, text reminders, and phone calls to keep families informed about attendance expectations and school activities.
- Assign staff attendance liaisons to serve as points of contact for families needing assistance with transportation, health issues, or other barriers.
- Develop attendance contracts with students and families when chronic absences occur, outlining shared commitments and support plans.

Foster School Spirit and Student Belonging:

- Introduce school t-shirts and spirit days to build pride and a sense of identity.
- Expand opportunities for students to participate in extracurricular activities such as the band, chorus, step team, robotics club, and academic teams.
- Recognize attendance milestones publicly (e.g., monthly celebrations, bulletin boards, assemblies).

Ensuring that students and teachers feel valued, supported, and connected will contribute to a more cohesive and vibrant educational environment. Ultimately, these efforts will lead to:

- Improved student achievement
- Higher attendance rates
- Decreased out-of-school suspensions
- Increased enrollment and retention
- A stronger sense of community within HMS

By working together, we can reverse declining attendance trends and build the foundation for a successful and inspiring 2025–2026 school year.

Measurable Outcome

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

Goal Statement:

By the end of the 2026-2027 school year, teacher attendance, as measured through official school attendance data, will increase by 5%.

Action Plan to Improve Teacher and Student Attendance, School Culture, and Community Engagement

1. Promote a Positive and Unified Work Environment
    - Visible School Spirit:
      All teachers will be encouraged to regularly wear school-branded t-shirts or sweaters that reflect our school community and culture. This will help build a sense of pride, belonging, and unity among staff and students.
    - Workplace Recognition and Incentives:
        - Teachers who demonstrate consistent attendance by reporting to work for thirty consecutive days will receive:
            - Two days of duty-free lunch as a reward and opportunity for rest and self-care.
            - One additional day of uninterrupted planning time per month to support instructional preparation and professional growth.

- Staff Retention Focus:
  Retaining high-quality staff is a priority. By improving school culture and offering consistent recognition and support, we will increase teacher satisfaction and retention rates for the following school year.

2. Provide Supportive and Restorative Student Discipline Practices
   - Reduction in Out-of-School Suspensions:
     Rather than removing students from the learning environment, students exhibiting disruptive behaviors will be provided individualized intervention plans that address academic, social, and behavioral needs.
   - Positive Behavioral System:
     Implement a Positive Behavioral Interventions and Supports (PBIS) framework to establish clear expectations, recognize positive behavior, and proactively prevent disciplinary incidents.
   - Targeted Goal:
     Achieve a 25% reduction in suspensions and discipline referrals in grades 3–8 by the end of the school year.
3. Increase Parent and Guardian Involvement
   - Family Engagement Events:
     Host monthly community events such as family reading nights, cultural celebrations, and student showcases to strengthen the connection between home and school.
   - Positive Reinforcement Partnership:
     Partner with parents and guardians to reinforce positive student behaviors and attendance through shared recognition and incentives.
   - Attendance Impact:
     Increased family involvement will help decrease negative behavior and reduce student absenteeism.
4. Increase Community Engagement
   - Expand participation in extracurricular activities including band, chorus, step team, robotics, and academic clubs by 25% over the school year.
   - Invite community organizations and local leaders to partner on student enrichment programs and showcase events.
   - Offer student incentives for consistent attendance and participation in these activities.
5. Curriculum and Engagement Improvements
   - Curriculum Relevance:
     Implement curriculum changes that emphasize hands-on learning, real-world application, and student choice, especially in STEM and the arts, to foster deeper engagement.
   - Student Feedback:
     Aim for a 20% increase in positive student feedback about curriculum relevance and interest by the end of the year, as measured by student surveys and focus groups.

6. Home-School Connection
    - Communication Strategy:
      Enhance communication through monthly newsletters, text updates, and social media, ensuring parents are informed and involved.
    - Parent Participation:
      Increase parental attendance at school events and activities by 30% through targeted outreach and personal invitations.
7. Teacher and Student Attendance Goals
    - Teacher Attendance Goal:
      Lower teacher absenteeism by 20% by creating a more supportive work environment, offering wellness resources, and providing meaningful incentives.
    - Student Attendance Goal:
      Decrease chronic absenteeism by 15%, focusing on students attending less than 90% of school days.
    - Monitoring:
      Attendance data will be tracked monthly and reviewed by leadership teams to identify trends and intervene early when absences increase.
8. School Morale and Satisfaction
    - Surveys:
      Conduct biannual surveys of staff and students to assess school climate and satisfaction.
    - Target:
      Achieve a 20% increase in student and teacher satisfaction scores, reflecting a positive shift in school culture and morale.
9. Reduction in Out-of-School Incidents
    - Data Tracking:
      Monitor discipline records monthly to track progress toward the goal of reducing out-of-school incidents by 25% over the next year.
    - Intervention:
      Use the data to provide targeted supports and additional training for staff in restorative practices.

By implementing this comprehensive plan, HMS will create a stronger sense of belonging, increase teacher and student attendance, reduce discipline incidents, and establish a culture where all members of the school community feel valued and supported.

Monitoring

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

Goal Statement:

By the end of the 2026-2027 school year, teacher attendance, as measured through official school attendance data, will increase by 5%.

Action Plan to Improve Teacher and Student Attendance, School Culture, and Community Engagement

1. Promote a Positive and Unified Work Environment
    - Visible School Spirit:
      All teachers will be encouraged to regularly wear school-branded t-shirts or sweaters that reflect our school community and culture. This will help build a sense of pride, belonging, and unity among staff and students.
    - Workplace Recognition and Incentives:
        - Teachers who demonstrate consistent attendance by reporting to work for thirty consecutive days will receive:
            - Two days of duty-free lunch as a reward and opportunity for rest and self-care.
            - One additional day of uninterrupted planning time per month to support instructional preparation and professional growth.
    - Staff Retention Focus:
      Retaining high-quality staff is a priority. By improving school culture and offering consistent recognition and support, we will increase teacher satisfaction and retention rates for the following school year.
2. Provide Supportive and Restorative Student Discipline Practices
    - Reduction in Out-of-School Suspensions:
      Rather than removing students from the learning environment, students exhibiting disruptive behaviors will be provided individualized intervention plans that address academic, social, and behavioral needs.
    - Positive Behavioral System:
      Implement a Positive Behavioral Interventions and Supports (PBIS) framework to establish clear expectations, recognize positive behavior, and proactively prevent disciplinary incidents.
    - Targeted Goal:
      Achieve a 25% reduction in suspensions and discipline referrals in grades 3–8 by the end of the school year.
3. Increase Parent and Guardian Involvement
    - Family Engagement Events:
      Host monthly community events such as family reading nights, cultural celebrations, and student showcases to strengthen the connection between home and school.
    - Positive Reinforcement Partnership:
      Partner with parents and guardians to reinforce positive student behaviors and attendance

through shared recognition and incentives.

- Attendance Impact:
  Increased family involvement will help decrease negative behavior and reduce student absenteeism.

4. Increase Community Engagement
   - Expand participation in extracurricular activities including band, chorus, step team, robotics, and academic clubs by 25% over the school year.
   - Invite community organizations and local leaders to partner on student enrichment programs and showcase events.
   - Offer student incentives for consistent attendance and participation in these activities.
5. Curriculum and Engagement Improvements
   - Curriculum Relevance:
     Implement curriculum changes that emphasize hands-on learning, real-world application, and student choice, especially in STEM and the arts, to foster deeper engagement.
   - Student Feedback:
     Aim for a 20% increase in positive student feedback about curriculum relevance and interest by the end of the year, as measured by student surveys and focus groups.
6. Home-School Connection
   - Communication Strategy:
     Enhance communication through monthly newsletters, text updates, and social media, ensuring parents are informed and involved.
   - Parent Participation:
     Increase parental attendance at school events and activities by 30% through targeted outreach and personal invitations.
7. Teacher and Student Attendance Goals
   - Teacher Attendance Goal:
     Lower teacher absenteeism by 20% by creating a more supportive work environment, offering wellness resources, and providing meaningful incentives.
   - Student Attendance Goal:
     Decrease chronic absenteeism by 15%, focusing on students attending less than 90% of school days.
   - Monitoring:
     Attendance data will be tracked monthly and reviewed by leadership teams to identify trends and intervene early when absences increase.
8. School Morale and Satisfaction
   - Surveys:
     Conduct biannual surveys of staff and students to assess school climate and satisfaction.
   - Target:

Achieve a 20% increase in student and teacher satisfaction scores, reflecting a positive shift in school culture and morale.

9. Reduction in Out-of-School Incidents
    - Data Tracking:
      Monitor discipline records monthly to track progress toward the goal of reducing out-of-school incidents by 25% over the next year.
    - Intervention:
      Use the data to provide targeted supports and additional training for staff in restorative practices.

By implementing this comprehensive plan, HMS will create a stronger sense of belonging, increase teacher and student attendance, reduce discipline incidents, and establish a culture where all members of the school community feel valued and supported.

Person responsible for monitoring outcome
Admin Team

Evidence-based Intervention:
Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Student Awards and Recognitions To motivate and celebrate students who demonstrate positive behaviors and strong attendance, HMS will implement a structured system of awards and recognition throughout the school year: Quarterly Awards Ceremonies: Each grading period, students will be recognized for: Excellent and improved attendance Positive referrals for demonstrating school values such as respect, responsibility, and perseverance Academic achievements and personal growth Award ceremonies will be held in the cafeteria or auditorium and will include certificates, small incentives (such as school-branded merchandise, books, or supplies), and public acknowledgment of student successes. Families will be invited to attend to help reinforce the importance of consistent effort and participation. Monthly Celebrations: Each month, students with perfect attendance or significant improvement will be honored with: Attendance badges or stickers Special shout-outs on morning announcements and the school website Invitations to monthly Attendance Celebration Events, such as popcorn parties, extra recess, or classroom celebrations Positive Referral System: Teachers and staff will be encouraged to submit positive referrals for students demonstrating strong character, leadership, or kindness. These referrals will be prominently displayed on a “Wall of Recognition” and entered into a drawing for monthly incentives. Fostering Relationships and Building Community HMS is committed to building an environment where students feel connected and valued, which directly contributes to better attendance and engagement: Focus on Relationships: Teachers will be encouraged to incorporate community-building practices in the classroom such as: Daily or weekly classroom meetings Peer mentoring activities Cooperative learning opportunities Relationship mapping to ensure every student has a trusted adult connection These strategies will help cultivate a sense of belonging, making students more likely to attend school consistently. Staff Morale and Support: Recognizing that teacher engagement and well-being are essential to student success, administration will support staff through: Duty-Free Lunches: Teachers will receive occasional duty-

free lunch breaks as a gesture of appreciation and an opportunity to recharge. Staff Recognition: Regular staff shout-outs during meetings and newsletters to highlight contributions to student success and school culture. Staff Wellness Activities: Opportunities such as wellness challenges, appreciation events, or professional development focused on self-care and work-life balance. The Positive Action Attendance Program HMS plans to adopt The Positive Action Attendance Program, a comprehensive school reform strategy designed to improve social-emotional development, attendance, and academic achievement. Key components include: Social-Emotional Learning Curriculum: Lessons will be delivered weekly to help students build skills in: Self-control and self-regulation Goal-setting and tracking progress Positive decision-making and conflict resolution Persistence and resilience Attendance Goal-Setting and Reflection: Students will set personal attendance goals each grading period. Progress will be monitored by teachers and shared with families during conferences and progress updates. Reflection activities will help students recognize the connection between showing up and achieving their goals. Schoolwide Positive Climate Initiatives: To reinforce positive attendance habits and a sense of community, HMS will implement: Visual displays tracking grade-level attendance progress (e.g., classroom attendance thermometers or graphs) Regular classroom and schoolwide celebrations when attendance targets are met Clear, positive messaging about why attendance matters Family Engagement and Support: Recognizing that families play a critical role in promoting consistent attendance, the program will include: Parent workshops on supporting school attendance and social-emotional skills Home visits for students experiencing chronic absenteeism Positive phone calls home when attendance improves Expected Outcomes Through these strategies, HMS anticipates: Improved daily student attendance rates Increased student motivation and sense of belonging Reduction in chronic absenteeism and tardiness Enhanced school climate and stronger family partnerships

Rationale:
Research-Based Incentives to Boost Student and Teacher Motivation Extensive research indicates that incentives play a significant role in enhancing motivation and increasing the desire of both students and teachers to attend school and work regularly. Recognizing this, we have designed a comprehensive, evidence-based approach that integrates carefully structured discussions, interactive activities, engaging games, enriching field trips, and hands-on STEM experiences into our efforts to improve attendance and school engagement. These components are intentionally crafted to address the underlying causes of absenteeism. By actively involving both students and parents in the learning process, these activities foster a deeper understanding of why consistent attendance is crucial. For students, this means realizing the direct connection between showing up every day and achieving academic success. For parents, it involves recognizing their vital role in supporting their children's educational journey and learning practical strategies to promote consistent attendance. Interactive Activities and Experiences Our approach will include a variety of interactive, engaging experiences designed to build enthusiasm and a sense of belonging: Structured Discussions and Role-Playing Students and parents will participate in facilitated discussions exploring common barriers to attendance, such as transportation challenges, lack of motivation, or feelings of disconnect from school. Role-playing exercises will allow families to practice problem-solving real-life situations (e.g., morning routines, overcoming reluctance to attend) to build confidence and resilience. Classroom Games and Recognition Challenges Teachers will incorporate attendance-focused games and competitions into the classroom, such as "Attendance Bingo" or grade-level attendance challenges where classes compete for monthly prizes. Recognition boards will display names of students and classes meeting attendance milestones. Field Trips as Attendance Incentives Students with strong or significantly improved attendance will be eligible for quarterly field trips that reinforce academic learning and foster excitement about coming to school. Planned trips will include: Visits to local museums or science centers Experiences at nature preserves and aquariums to link learning to the real world College campus tours to inspire long-term academic goals Field trips will be tied directly to curriculum themes and benchmarks, ensuring they are both educational and motivational. Hands-On

STEM Activities To further strengthen engagement, classrooms will integrate monthly hands-on STEM projects that emphasize collaboration, creativity, and problem-solving. Examples include: Robotics workshops and coding challenges Building simple machines, bridges, or renewable energy models Science lab experiments aligned with grade-level standards Students who demonstrate strong attendance will have opportunities to showcase their projects during schoolwide STEM fairs and family nights. Building Communication and Community Improved communication between home and school is central to this strategy: Family Workshops: Regular sessions will help parents learn how to monitor attendance, establish positive routines, and support learning at home. Home-School Connection Logs: Teachers will maintain logs to document proactive communication with families regarding attendance and progress.

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

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

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Teacher of the Month (Incentive)

Person Monitoring:
Admin

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The selected teacher will be recognized publicly and receive an incentive to encourage continued excellence and promote a positive school culture.
Explain How the School Will Monitor the Impact
The school will monitor the impact through staff participation, teacher feedback, classroom observations, student engagement data, and school climate indicators. Administration will review participation and feedback each month to determine whether the recognition program is contributing to increased staff morale, collaboration, engagement, and instructional excellence. The impact will also be discussed during leadership and staff meetings, and adjustments will be made as needed.

Action Step #2
Student of the Month (Incentive)

Person Monitoring:
Admin

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Implement a Student of the Month Incentive Program to recognize students who demonstrate academic growth, positive behavior, good attendance, leadership, effort, and the school's core values. Selected students will be publicly recognized and receive an incentive to encourage continued positive performance and serve as role models for their peers.
Explain How the School Will Monitor the Impact of This Action Step
The school will monitor the impact through student achievement data, attendance records, behavior referrals, classroom observations, and student participation. Teachers and administrators will review student progress and behavior trends monthly to determine whether the recognition program is

increasing student motivation, engagement, positive behavior, and academic effort. Student and staff feedback will also be used to evaluate the effectiveness of the program and make adjustments as needed.

Action Step #3
Faculty & Staff Buddy Program

Person Monitoring:
Ayanna Larkins (Guidance Counselor)

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Implement the Eagle Buddies Mentorship Program to provide consistent mentoring and support to at-risk students experiencing academic and behavioral challenges. Selected students will be paired with a trusted staff member or mentor who will provide encouragement, goal-setting, academic support, positive behavior coaching, and regular check-ins. Mentors will work with students to develop individualized goals and connect them with appropriate school resources and interventions.
The school will monitor the program through academic progress, attendance, behavior referrals, classroom performance, and mentor check-in documentation. Progress will be reviewed regularly by mentors, teachers, and administrators to determine whether students are meeting their academic and behavioral goals. The school will compare baseline data with ongoing progress data and adjust mentoring supports as needed to ensure students demonstrate measurable improvement in behavior, engagement, and academic achievement.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

Havana Magnet School is deeply committed to fostering strong, ongoing partnerships with our parents, caregivers, and the wider community. We understand that meaningful family involvement is key to student success, and as such, we are expanding our outreach and engagement efforts through a series of dynamic and inclusive initiatives.

Parent Engagement Events

Throughout the 2026–2027 school year, we will host several important in-person and virtual meetings and events to ensure families are well-informed, involved, and empowered to support their children's educational journey. These include:

- Parent Expo
- Family STEM Nights
- Curriculum Nights
- School Advisory Council (SAC) Meetings
- Annual Title I Meeting
- Family Literacy and Math Events
- Career and College Readiness Workshops

Each event will feature interactive activities, informational presentations, and dedicated Q&A sessions to give parents the opportunity to express their questions and concerns—especially regarding key components such as the School Improvement Plan (SIP), the UNISIG budget, and academic priorities.

These sessions will emphasize transparency and two-way communication, allowing parents to provide valuable input on school initiatives and funding decisions. Parents will also have access to resources and tools to support learning at home.

Integration of Field Trips and Hands-On STEM Experiences

To further connect families and community members to the learning process, we are expanding our school's enrichment opportunities to include educational field trips and hands-on STEM (Science, Technology, Engineering, and Math) activities that support both classroom learning and real-world application.

- Field Trips will be strategically planned throughout the year to align with core content areas and character development goals. These may include:
    - Visits to local colleges and universities to build college and career awareness
    - Science centers and technology labs for STEM enrichment
    - Museums, aquariums, and cultural institutions to support history and science units
    - Community service outings that reinforce citizenship and empathy
- Hands-On STEM Activities will be embedded in:
    - Family STEM Nights where students and parents build and test projects together
    - In-school STEM competitions and design challenges
    - Robotics and coding workshops that encourage problem-solving and collaboration
    - MakerSpace stations and science experiments that promote exploration and curiosity

These experiences not only enhance student engagement, but they also provide shared learning opportunities for families, building stronger home-school connections through participation and discovery.

Digital Communication and Accessibility

We recognize that not all families are able to attend in-person meetings or events. To ensure equity in access to information, we will continue to utilize our school website and digital communication platforms to keep all stakeholders connected.

- The school website will be updated regularly with:
    - Event calendars and schedules
    - Meeting agendas and recorded sessions (when possible)
    - School newsletters, announcements, and flyers
    - Updates on the SIP, UNISIG budget allocations, and academic programs
- We will also explore expanding access through:
    - Remind App messages
    - Social media updates
    - Printed materials sent home for families with limited internet access

Creating a Culture of Collaboration

Our overarching goal is to build an inclusive, transparent, and collaborative school culture where families feel valued and invested in their children's education. Through open communication, meaningful engagement, and enriching academic experiences like field trips and STEM learning, Havana Magnet School is committed to supporting the whole child and uniting our community in pursuit of excellence.

By empowering families with the tools, knowledge, and opportunities to be active participants in the school experience, we are preparing our students not just for academic success—but for a bright, inspired, and opportunity-filled future.

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

The school is dedicated to fostering strong communication and positive relationships with parents and families, recognizing that collaboration between home and school is essential for student success. To achieve this, we will utilize multiple communication channels to keep parents informed and engaged in their children's education.

One of the primary tools we will use is Remind, a dynamic platform that allows us to provide real-time updates and communicate directly with parents about school events, classroom activities, and student progress. Remind will serve as a bridge between the school and home, ensuring that parents are always in the loop regarding what is happening in their child's classroom.

In addition to Classroom Dojo, we will leverage the parent portal in FOCUS. This portal is an essential resource for parents to access detailed information about their child's academic performance, attendance, and other critical data. By regularly checking FOCUS, parents can stay informed about their child's progress and be proactive in addressing any areas of concern.

Parent-teacher conferences will also play a crucial role in building and maintaining positive relationships between parents and educators. These conferences provide an invaluable opportunity for personalized, face-to-face discussions about each student's strengths, areas for growth, and strategies for support. Through these meetings, we aim to collaborate closely with parents to ensure their children are receiving the best possible education and care.

To further enhance communication, we will actively utilize our social media channels and school webpage. These platforms will be regularly updated with information about upcoming school events, important announcements, student achievements, and additional resources that may be helpful for parents. By maintaining an active presence on social media and keeping our school webpage current, we ensure that the entire community is well-informed and connected to the school's activities and initiatives.

In addition to communication tools, we are committed to offering engaging learning experiences that bring families and students together to celebrate growth and curiosity. We will coordinate a variety of field trips, including visits to museums, science centers, local businesses, and historical sites. These experiences not only enrich academic learning but also create meaningful memories and inspire

students to see the real-world relevance of what they learn in class.
To further support our focus on inquiry and exploration, we will integrate hands-on STEM activities throughout the school year. Parents will be invited to participate in STEM Nights, classroom demonstrations, and special project showcases. These events will give families the opportunity to engage alongside their children in exciting science, technology, engineering, and math challenges that promote critical thinking, collaboration, and creativity.
Overall, our multifaceted approach to communication and family engagement is designed to create a supportive and collaborative environment where parents feel informed, involved, and valued as partners in their children's education. By using these various tools and platforms, combined with enriching field trips and dynamic STEM learning experiences, we are committed to keeping the lines of communication open and ensuring that our school community is always aware of what is happening and how they can contribute to their children's success.

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Havana Magnet School (HMS) is dedicated to strengthening our academic program by implementing a multifaceted approach designed to increase the amount and quality of learning time while also providing an enriched and accelerated curriculum. Our efforts are aligned with our School Improvement Plan (SIP), particularly in the areas of English Language Arts (ELA) and Science, which are our primary Areas of Focus for the current academic year.
1. Strengthening the Academic Program
To enhance the rigor and effectiveness of our academic program, HMS will implement targeted instructional strategies that align with state standards and best practices. This includes:

- Curriculum Alignment and Enhancement
  We will continue to refine our curriculum to ensure it is aligned with state standards and incorporates evidence-based instructional practices. In ELA and Science, we will focus on deepening students' understanding of key concepts, building critical thinking skills, and fostering a love of learning.
  Additionally, we will incorporate hands-on STEM activities and project-based learning into the curriculum. These experiences will allow students to experiment, explore, and apply concepts in real-world scenarios, strengthening both their content knowledge and problem-solving abilities.
- Data-Driven Instruction
  Our teachers will use student performance data to inform their instruction, identifying areas where students need additional support or acceleration. By regularly analyzing data, we can

tailor our teaching strategies to meet the diverse needs of our students and ensure that all students are making progress.

2. Increasing the Amount and Quality of Learning Time

To maximize learning opportunities for all students, HMS will increase both the amount and quality of instructional time through several key initiatives:

- Morning Enrichment
  Offered immediately after breakfast, this program will provide students with additional instructional time to reinforce concepts and prepare them for the day's lessons. This time will be used to review essential skills and introduce new material in a supportive environment.
- EIR/Educare Academy After-School Program
  Our after-school program will offer tutoring and enrichment activities, allowing students to extend their learning beyond the regular school day. The program will focus on ELA and Science, providing targeted support to help students master key concepts and accelerate their learning. Students will also have the opportunity to participate in hands-on STEM projects after school, sparking curiosity and building foundational skills in engineering, technology, and scientific inquiry.
- Intervention/Enrichment Block
  During school hours, all students will participate in a dedicated intervention/enrichment block. This block will be used to provide targeted interventions for students who need additional help and enrichment activities for those who are ready to advance. By grouping students according to their needs, we can offer personalized instruction that supports their academic growth.

3. Providing an Enriched and Accelerated Curriculum

HMS is committed to offering a curriculum that challenges all students and prepares them for future success. To achieve this, we will:

- Differentiated Instruction
  We will implement differentiated small-group instruction in our ELA and Science classrooms, supported by additional human resources. This approach allows teachers to tailor lessons to the individual needs of each student, providing both remediation and enrichment as needed.
- Advanced Learning Opportunities
  For students who demonstrate a readiness for more advanced material, we will offer accelerated learning options. This may include advanced coursework, project-based learning, and opportunities for independent study.
- Integration of Enrichment Activities and Field Trips
  Across the curriculum, we will integrate enrichment activities that encourage creativity, problem-solving, and critical thinking. These will include regular field trips to museums, science centers, local businesses, and universities to connect classroom learning to the real world and broaden students' horizons.
  In addition, students will engage in monthly STEM challenges and maker projects that promote

hands-on experimentation and innovation. Examples include robotics explorations, engineering design competitions, and environmental science investigations.

Through these initiatives, Havana Magnet School aims to create a learning environment that not only meets the diverse needs of our students but also inspires them to achieve academic excellence. By increasing the quality and quantity of learning time, providing targeted interventions, offering an enriched and accelerated curriculum, and expanding learning beyond the classroom through field trips and hands-on STEM activities, we are committed to helping every student reach their full potential.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

When developing a plan that integrates Federal, State, and local services, it is crucial to ensure strategic coordination across various programs and resources to maximize effectiveness, avoid redundancy, and provide students with a comprehensive, enriched education. Below is a detailed framework that emphasizes academic rigor, support services, enrichment opportunities, and community engagement, including field trips and hands-on STEM activities.

1. Coordination with ESSA Programs

The plan will align with the goals and requirements of the Every Student Succeeds Act (ESSA), leveraging Title I, II, III, and IV services to support a well-rounded education:

- Title I will fund targeted academic interventions, tutoring, and extended learning time to raise student achievement.
- Title II will support professional development for educators in evidence-based strategies, including STEM integration and inquiry-based learning.
- Title III will be used to enhance English language acquisition programs and support multilingual learners.
- Title IV will help establish a safe, supportive, and enriched learning environment by expanding access to STEM programs, technology, and well-being initiatives.

Enrichment Opportunity:

Funds may also support educational field trips to science museums, local libraries, nature centers, and college campuses to broaden student learning experiences beyond the classroom.

2. Integration with Violence Prevention Programs

The plan will include comprehensive violence prevention strategies by partnering with local law enforcement, counselors, and community organizations. Programs such as:

- PBIS (Positive Behavioral Interventions and Supports)
- Social-Emotional Learning (SEL) frameworks
- Restorative Justice Circles
- Anti-bullying initiatives

These programs help create a positive school culture and safe learning environment for all students.

Enrichment Opportunity:

SEL programming will be enhanced with interactive workshops and outdoor team-building field trips designed to foster empathy, cooperation, and conflict resolution skills.

3. Collaboration with Nutrition Programs

The plan ensures students' physical well-being through coordination with the National School Lunch Program (NSLP) and School Breakfast Program (SBP), addressing food insecurity and supporting healthy development.

Enrichment Opportunity:

Nutrition education will be supplemented with hands-on gardening activities, farm-to-table experiences, and field trips to local farms to help students understand food sources and healthy eating habits.

4. Partnership with Housing Programs

The plan will support students experiencing homelessness or housing instability by collaborating with McKinney-Vento liaisons and local housing organizations. Services will include:

- Guaranteed school transportation
- Access to hygiene products and clothing
- Individualized academic and social support

Enrichment Opportunity:

These students will be prioritized for participation in STEM clubs, after-school enrichment programs, and community-based field trips to ensure equitable access to experiential learning.

5. Integration with Head Start Programs

Early learners will benefit from a seamless transition into elementary education through close coordination with Head Start. Joint planning efforts will include:

- Shared family engagement events
- Transition activities
- Alignment of academic and developmental milestones

Enrichment Opportunity:

Head Start students and families will participate in interactive science days, literacy fairs, and exploratory field trips to encourage early engagement in learning.

6. Adult Education Programs

Parent and community involvement will be expanded through partnerships with local adult education programs. Offerings will include:

- GED and literacy classes

- Digital skills workshops
- Workforce training

Enrichment Opportunity:

Parents may also be invited to join family STEM nights or accompany children on educational field trips, fostering stronger school-home connections.

7. Career and Technical Education (CTE) Programs

To prepare students for college and careers, the plan will strengthen ties with local businesses, technical colleges, and industry partners. Key elements include:

- Access to hands-on CTE/STEM coursework
- Job shadowing, apprenticeships, and internship opportunities
- Field trips to local manufacturers, healthcare facilities, and tech labs

Enrichment Opportunity:

Students will engage in real-world STEM projects, including robotics competitions, coding workshops, and design challenges guided by industry professionals.

8. Coordination with Schools Implementing CSI or TSI Activities

For schools identified for Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI), the plan will incorporate:

- Evidence-based instructional interventions
- Regular progress monitoring through data reviews
- Ongoing professional learning communities

Enrichment Opportunity:

All CSI/TSI schools will receive priority access to grant-funded STEM kits, virtual field trips, and partner-led STEM enrichment, helping address equity gaps in access to high-quality learning tools.

Holistic Integration for Student Success

By integrating these services and programs with robust enrichment experiences like field trips, project-based learning, and hands-on STEM activities, the plan ensures a holistic and inclusive educational approach. It addresses students' academic, emotional, social, and physical needs while leveraging community resources at every level.

This comprehensive coordination not only aligns with Federal, State, and local priorities but also transforms learning into a dynamic, real-world experience that inspires lifelong curiosity, resilience, and academic excellence.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

To ensure comprehensive support for students' development beyond academic subjects, the school employs a multi-faceted approach that includes counseling, school-based mental health services, specialized support services, mentoring, and other strategies designed to enhance social-emotional skills, resilience, and overall well-being. Here's how these services are integrated and implemented:

1. Counseling Services

• Comprehensive School Counseling Program: The school has a structured counseling program that aligns with the American School Counselor Association (ASCA) National Model. This program addresses students' academic, career, and social-emotional development. School counselors conduct regular classroom guidance lessons, small group sessions, and individual counseling to help students develop coping strategies, decision-making skills, and interpersonal skills.

• Responsive Services: Counselors are available for crisis intervention, conflict resolution, and behavioral support. They collaborate with teachers and parents to create individualized support plans for students who need additional help in managing personal or academic challenges.

2. School-Based Mental Health Services

• Partnership with Mental Health Professionals: The school collaborates with licensed mental health professionals, including school psychologists and social workers, who provide on-site services. These services include assessments, individual therapy, group therapy, and family counseling. The goal is to address mental health issues such as anxiety, depression, trauma, and behavioral disorders.

• Tiered Support System: The school utilizes a Multi-Tiered System of Supports (MTSS) framework to identify and address students' mental health needs. Tier 1 involves school-wide mental health promotion and prevention activities; Tier 2 includes targeted group interventions; and Tier 3 provides intensive, individualized support for students with significant mental health needs.

3. Specialized Support Services

• Interdisciplinary Support Teams: The school has established Student Support Teams (SST) that include counselors, psychologists, social workers, special education staff, and administrators. These teams meet regularly to review student data, identify needs, and develop intervention plans tailored to individual students.

• Behavioral Intervention Plans: For students with behavioral challenges, the school develops individualized Behavioral Intervention Plans (BIPs) that include positive behavior supports and strategies to improve self-regulation, social interactions, and coping mechanisms.

4. Mentoring Services

• Peer Mentoring Programs: The school implements peer mentoring programs where older students are paired with younger students to provide guidance, support, and positive role modeling. These programs help students build confidence, develop leadership skills, and establish supportive relationships.

• Community Mentoring Partnerships: The school partners with local community organizations and businesses to provide mentoring opportunities. Community mentors work with students on goal setting, career exploration, and life skills development, helping them to see the connection between their education and future opportunities.

5. Social-Emotional Learning (SEL) Programs

• SEL Curriculum: The school integrates a research-based Social-Emotional Learning curriculum into the daily schedule. This curriculum focuses on teaching students essential skills such as empathy, emotional regulation, communication, and teamwork. Lessons are delivered through classroom instruction, as well as through school-wide initiatives and activities.

• Restorative Practices: The school employs restorative practices to build a positive school climate and address conflicts. Restorative circles and mediation sessions encourage students to take responsibility for their actions, understand the impact of their behavior on others, and repair relationships.

6. Family and Community Engagement

• Parent Workshops and Resources: The school offers workshops and resources for parents on topics such as mental health awareness, positive parenting, and how to support their children's social-emotional development. These sessions help build a strong home-school connection, which is crucial for student success.

• Community Resource Referrals: The school maintains strong connections with local community agencies and services, providing families with referrals to additional support resources such as mental health clinics, housing assistance, and substance abuse programs.

7. Extracurricular Activities and Clubs

• Development of Non-Academic Skills: The school offers a wide range of extracurricular activities, including sports, arts, music, drama, and clubs that focus on leadership, community service, and cultural awareness. These activities provide students with opportunities to develop teamwork, leadership, creativity, and self-expression, which are critical skills for their overall development.

8. Monitoring and Evaluation

• Data-Driven Decision Making: The school regularly collects and analyzes data related to students' social-emotional well-being, behavior, and engagement. This data is used to identify trends, assess the effectiveness of interventions, and make adjustments to programs as needed.

• Continuous Improvement: The school engages in ongoing evaluation and improvement of its counseling, mental health, and support services. Feedback from students, parents, and staff is solicited to ensure that programs meet the evolving needs of the school community.

By integrating these comprehensive services and strategies, the school ensures that students receive the support they need to thrive not only academically but also socially and emotionally. This holistic approach prepares students to succeed in all areas of life, fostering resilience, positive relationships, and a strong sense of self.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

To prepare students for postsecondary opportunities and the workforce, the school implements a comprehensive approach that includes career and technical education (CTE) programs, dual enrollment opportunities, and other strategies designed to broaden students' access to advanced coursework and career pathways. Here's how the school ensures that students are well-prepared and aware of these opportunities:

1. Career and Technical Education (CTE) Programs

• CTE Pathways: The school offers a variety of CTE programs that align with high-demand industries, such as healthcare, information technology, engineering, and the skilled trades. These programs provide students with hands-on experience, technical skills, and industry recognized certifications that make them competitive in the job market upon graduation.

• Partnerships with Local Employers: The school partners with local businesses, industries, and community colleges to offer internships, apprenticeships, and job shadowing opportunities. These partnerships allow students to gain real-world experience, build professional networks, and understand the expectations of the workplace.

• Career Counseling and Guidance: Dedicated career counselors work with students to explore career interests, understand the educational requirements for various careers, and create personalized career plans. Students participate in career assessments, resume-building workshops, and mock interviews to prepare them for the workforce.

2. Integration of Academic and Career Learning

• Curriculum Integration: The school integrates career exploration and workforce skills into the academic curriculum. For example, math and science courses may include project-based learning opportunities that simulate real-world applications, such as engineering projects or business case studies.

• Soft Skills Development: Recognizing the importance of soft skills in the workforce, the school emphasizes the development of communication, teamwork, leadership, and problem solving skills across all grade levels. These skills are embedded in both academic and extracurricular activities. 3. Support for Special Populations

• Individualized Learning Plans (ILPs): For students with specific needs, including those with disabilities, English language learners, and economically disadvantaged students, the school develops Individualized Learning Plans that outline a clear pathway to postsecondary success. These

plans include targeted supports, accommodations, and services that address each student's unique needs and aspirations.

• Transition Programs: The school offers transition programs for students moving from high school to postsecondary education or the workforce. These programs include summer bridge programs, college success workshops, and mentorship opportunities that provide guidance and support during this critical transition period.

4. Ongoing Monitoring and Support

• Data-Driven Decision Making: The school regularly monitors student progress towards college and career readiness using a variety of metrics, including course completion rates, standardized test scores, and postsecondary enrollment data. This information is used to identify gaps and adjust programs and supports as needed.

• Continuous Improvement: The school is committed to continuously improving its postsecondary preparation programs by soliciting feedback from students, parents, educators, and community partners. This feedback informs the development of new initiatives and the refinement of existing programs to better meet the needs of all students.

By providing these comprehensive services and opportunities, the school ensures that all students are well-prepared for the demands of postsecondary education and the workforce. This approach helps students develop the academic, technical, and soft skills necessary to succeed in their chosen paths, whether that be further education or entering the workforce directly after high school.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

The implementation of a schoolwide tiered model to prevent and address problem behavior involves a structured approach that uses multiple levels of support to meet the diverse needs of students. This model, often known as Positive Behavioral Interventions and Supports (PBIS) or a similar framework, is designed to create a positive school environment, prevent behavioral issues, and provide early intervention for students who need additional support. Here's how such a model is implemented and coordinated with services under the Individuals with Disabilities Education Act (IDEA):

1. Tiered Model Overview

Tier 1: Universal Supports

• Schoolwide Expectations: At this foundational level, the school establishes clear behavioral expectations that apply to all students and staff. These expectations are taught, modeled, and reinforced consistently across all school settings, such as classrooms, hallways, and cafeterias.

• Positive Reinforcement: The school implements a system of positive reinforcement, such as reward systems or recognition programs, to encourage and reward appropriate behavior. This helps to establish a positive school culture where students are motivated to meet behavioral expectations.

• Preventive Strategies: Universal interventions, such as social-emotional learning (SEL) programs and character education, are embedded in the curriculum to teach students essential skills like empathy, self-regulation, and conflict resolution, which are key to preventing problem behaviors.

Tier 2: Targeted Supports • Small Group Interventions: For students who do not respond adequately to Tier 1 supports, Tier 2 interventions are implemented. These include targeted small group sessions focused on specific behavioral issues, such as anger management or social skills training.

• Behavioral Monitoring: Students receiving Tier 2 interventions are closely monitored using data tracking tools, such as behavior checklists or point sheets. This data helps staff to identify patterns and triggers of problem behaviors and adjust interventions as needed.

• Mentoring Programs: Targeted mentoring programs may be provided to offer additional guidance and support to students who are at risk of developing more severe behavioral issues.

Tier 3: Intensive Supports

• Individualized Interventions: For students with significant behavioral challenges, Tier 3 provides intensive, individualized support. This may include developing Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs) tailored to each student’s unique needs.

• Collaboration with Specialists: The school involves specialists, such as school psychologists, counselors, and special education staff, to work directly with students and design personalized interventions. These might include one-on-one counseling, crisis intervention, or specialized therapeutic services.

• Family and Community Involvement: At this level, the school engages families and community

resources to provide a wraparound approach. This might involve coordinating with outside mental health providers, social services, and community agencies to address broader issues affecting the student's behavior.

2. Coordination with IDEA Services

• Integration with IDEA Requirements: The tiered model is designed to work in harmony with the services provided under the Individuals with Disabilities Education Act (IDEA). For students with disabilities who require special education services, the school ensures that their Individualized Education Plans (IEPs) are aligned with the behavioral interventions provided within the tiered model.

• Early Intervening Services (EIS): The school provides Early Intervening Services for students who have not been identified as needing special education but who require additional academic or behavioral support. These services help to address issues early, potentially reducing the need for more intensive special education services later on.

• Behavioral Goals in IEPs: For students with disabilities, the school includes specific behavioral goals and interventions in their IEPs. These goals are monitored regularly, and adjustments are made based on the student's progress. The tiered model allows for seamless integration of these goals within the broader schoolwide framework.

3. Professional Development and Training

• Staff Training: All staff members receive ongoing professional development on the implementation of the tiered model, including training on behavioral management techniques, data collection, and effective communication with students and families.

• Collaboration Among Educators: Regular meetings and collaborative planning sessions are held among general education teachers, special education teachers, and support staff to ensure consistency in the implementation of behavioral interventions across all tiers.

4. Data-Driven Decision Making

• Behavioral Data Collection: The school uses a data-driven approach to monitor the effectiveness of the tiered model. Behavioral incidents, attendance, academic performance, and other relevant data are collected and analyzed regularly to identify trends and inform decision-making.
• Adjustments and Continuous Improvement: Based on the data, the school continuously evaluates

and adjusts the tiered model to improve outcomes for students. This iterative process ensures that the model remains responsive to the evolving needs of the student population.

5. Positive School Climate
• School Wide Consistency: The implementation of the tiered model fosters a consistent approach to behavior management across the entire school. This consistency helps to build a positive school climate where all students feel safe, supported, and ready to learn.

• Focus on Relationships: Emphasizing strong, positive relationships between students and staff is a key component of the model. Building trust and rapport helps to prevent behavioral issues and ensures that students feel comfortable seeking help when needed. 6. Family and Community Engagement

• Parent Communication: The school actively involves parents in the development and implementation of behavioral interventions, ensuring that they are informed and engaged in their child's progress. Parent workshops and resources are provided to support behavior management at home.

• Community Partnerships: The school collaborates with community organizations to provide additional resources and support for students, such as mental health services, after-school programs, and family counseling.

By implementing this comprehensive, schoolwide tiered model, the school effectively prevents and addresses problem behavior while ensuring that all students, including those with disabilities, receive the support they need to succeed both academically and socially. This approach not only addresses immediate behavioral concerns but also fosters a positive and inclusive school environment conducive to long-term success.

Professional Learning and Other Activities
Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Ongoing Professional Development (PD):

• Instructional Strategies: The school provides regular professional development sessions focused on

research-based instructional strategies. These sessions are designed to enhance teachers' abilities to deliver high-quality instruction that meets diverse student needs. Topics include differentiated instruction, effective questioning techniques, and the integration of technology into the classroom.

• Data-Driven Instruction: Teachers and paraprofessionals receive training on how to interpret and use data from academic assessments to inform their instruction. This includes workshops on data analysis, identifying trends and gaps, and using data to tailor instruction to individual student needs. Teachers are also trained on using formative assessments to monitor student progress and adjust instruction in real-time.

• Content-Specific Training: High-need subjects, such as math, science, and special education, receive targeted professional development to address specific challenges in these areas. For example, teachers might participate in workshops on teaching complex math concepts, engaging students in STEM activities, or implementing inclusive practices for students with disabilities.

Collaborative Learning Communities:

• Professional Learning Communities (PLCs): The school fosters a collaborative culture through PLCs, where teachers, paraprofessionals, and other staff meet regularly to discuss instructional practices, share resources, and analyze student data. These communities are essential for ongoing professional growth and for the collective problem-solving of instructional challenges.

• Peer Observation and Feedback: Teachers are encouraged to participate in peer observations, where they can observe colleagues' instructional practices and provide constructive feedback. This promotes a culture of continuous improvement and shared learning.

• Instructional Coaching: The school employs instructional coaches who work directly with teachers and paraprofessionals to provide personalized support. Coaches observe classrooms, model effective teaching practices, and offer feedback to help teachers refine their instruction. This one-on-one support is particularly beneficial for new teachers or those working in high-need subjects.

• Focus on Data Utilization: Coaches also assist teachers in effectively using assessment data to improve student outcomes. They guide teachers in setting instructional goals based on data, developing action plans, and monitoring the impact of instructional changes.

2. Recruitment and Retention of Effective Teachers

Targeted Recruitment Strategies:

• Partnerships with Universities: The school partners with local universities and teacher preparation programs to recruit new graduates, particularly in high-need subjects. These partnerships often include student teaching placements, which serve as a pipeline for hiring new teachers.

• Incentives for High-Need Subjects: To attract teachers to high-need subjects like math, science, and special education, the school offers financial incentives such as signing bonuses, loan forgiveness, or stipends for additional certifications. These incentives make the school more competitive in attracting qualified candidates.

• Diverse Candidate Recruitment: The school is committed to recruiting a diverse teaching staff that reflects the student population. Recruitment efforts are focused on attracting teachers from various backgrounds and experiences to ensure that students have role models who understand their unique cultural and social contexts.

Retention Strategies:

• Mentorship Programs: New teachers are paired with experienced mentors who provide guidance, support, and professional development during their first years of teaching. This mentorship is crucial for helping new teachers navigate challenges and develop their instructional practices, which in turn increases retention.

• Professional Growth Opportunities: The school offers ongoing opportunities for teachers to advance their careers, such as leadership roles, advanced certifications, or specialized training. Providing clear pathways for career advancement helps retain teachers by keeping them engaged and motivated.

• Supportive Work Environment: The school prioritizes creating a positive and supportive work environment where teachers feel valued and appreciated. This includes recognizing teacher achievements, providing opportunities for collaboration, and ensuring teachers have access to the resources they need to succeed.

3. Use of Data from Academic Assessments

Data-Informed Instruction:

• Regular Data Meetings: The school schedules regular data meetings where teachers and administrators review assessment data to identify student strengths and areas for improvement.

These meetings are collaborative, with teachers working together to develop strategies for addressing identified needs.

• Student Data Profiles: Teachers create and maintain individual data profiles for their students, tracking progress over time. This allows for personalized instruction based on each student's academic performance and growth.

• Integration of Technology: The school uses data management systems that integrate assessment data with instructional planning tools. These systems help teachers easily access and analyze data, make informed decisions, and track the effectiveness of their instructional strategies.

Support for Struggling Students:

• Intervention Programs: Based on assessment data, the school implements targeted intervention programs for students who are struggling academically. These interventions are data-driven, with regular progress monitoring to ensure that students receive the support they need to succeed.

• RTI and MTSS Frameworks: The school uses Response to Intervention (RTI) and Multi-Tiered System of Supports (MTSS) frameworks to provide tiered support based on data. These frameworks help identify students at risk, provide early intervention, and adjust instruction based on continuous data analysis.

4. Evaluation and Continuous Improvement

• Ongoing Evaluation of PD Programs: The effectiveness of professional development programs is regularly evaluated through teacher feedback, student performance data, and classroom observations. This ensures that PD activities are aligned with teachers' needs and result in improved instructional practices.

• Adaptation Based on Feedback: The school is committed to adapting its professional development and recruitment strategies based on feedback from teachers, paraprofessionals, and other school personnel. Continuous improvement processes ensure that the school's efforts are responsive to the changing needs of the educational environment.

By implementing these comprehensive professional learning activities and support systems, the school ensures that teachers and paraprofessionals are well-equipped to use data effectively, improve instruction, and meet the diverse needs of their students. Additionally, the school's targeted recruitment and retention strategies help build and maintain a high-quality teaching staff, particularly

in high-need subject areas, ultimately leading to better student outcomes.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

To ensure a smooth transition for preschool children from early childhood education programs to local elementary school programs, the school employs a variety of strategies designed to address the developmental, social, and academic needs of young learners. These strategies focus on building a strong foundation for success in elementary school while fostering a sense of comfort and familiarity with the new environment. Here's how the school implements these strategies:

1. Collaboration with Early Childhood Education Programs

• Partnerships with Local Preschools: The school establishes strong partnerships with local early childhood education providers, including Head Start programs, private preschools, and community-based child care centers. These partnerships facilitate the sharing of information about incoming students, allowing the school to better understand the individual needs and backgrounds of each child.

• Joint Professional Development: Teachers from both the preschool programs and the elementary school participate in joint professional development sessions focused on early childhood education practices. This collaboration ensures that there is a continuity of educational approaches and that elementary teachers are well-prepared to meet the developmental needs of incoming kindergarteners.

2. Transition Activities and Orientation Programs

• Kindergarten Orientation: Before the school year begins, the school organizes a kindergarten orientation program for preschool children and their families. During this event, children and parents visit the kindergarten classrooms, meet the teachers, and participate in activities that simulate a typical day in kindergarten. This helps children become familiar with the new environment and reduces anxiety about the transition.

• Transition Days: The school may organize transition days where preschool children spend a few hours in a kindergarten classroom, participating in activities alongside current kindergarten students.

This experience gives children a firsthand understanding of what to expect in elementary school and helps them adjust to the new setting.

• Welcome Packets: Families receive welcome packets that include information about the kindergarten curriculum, daily schedules, school routines, and tips for preparing children for the transition. These packets also provide resources for parents to help their children develop the skills needed for a successful start in kindergarten, such as early literacy and numeracy activities.

3. Curriculum Alignment and Continuity

• Aligned Curriculum: The school works to align the preschool curriculum with the kindergarten curriculum, ensuring continuity in learning experiences. This alignment helps children build on the skills they developed in preschool and provides a smooth progression in their education. For example, if preschool children have been learning foundational literacy skills, the kindergarten curriculum will reinforce and expand on these skills.

• Focus on Developmental Readiness: The school emphasizes a curriculum that is developmentally appropriate, recognizing that young children need time to adjust to the structure and expectations of elementary school. Activities in the first weeks of kindergarten are designed to be playful and engaging, helping children transition from a less formal preschool environment to the more structured setting of elementary school.

4. Individualized Support and Early Intervention

• Screening and Assessment: Before the school year begins, the school conducts screening assessments to identify the developmental and academic levels of incoming kindergarten students. These assessments help teachers understand each child's strengths and areas of need, allowing for individualized support from the start.

• Targeted Interventions: For children identified as needing additional support, the school provides targeted interventions in areas such as language development, social skills, and early literacy. These interventions may include small group instruction, one-on-one support, or additional resources for parents to use at home.

5. Parental Engagement and Support

• Parent Workshops: The school offers workshops for parents of preschool children, focusing on strategies to support their child's transition to kindergarten. Topics may include establishing routines,

promoting independence, and encouraging early literacy and numeracy skills at home.

• Home Visits: In some cases, the school may offer home visits by kindergarten teachers or support staff. These visits allow the school to build relationships with families, provide personalized support, and address any concerns parents may have about the transition process.

• Ongoing Communication: The school maintains regular communication with parents throughout the transition process. Teachers provide updates on their child's progress, share information about what to expect in kindergarten, and offer tips for supporting learning at home.

6. Social-Emotional Support

• Focus on Social-Emotional Learning (SEL): Recognizing the importance of social-emotional development during this transition, the school incorporates SEL activities into the kindergarten curriculum. These activities help children develop the skills they need to navigate the new social environment of elementary school, such as making friends, following rules, and managing emotions.

• Buddy System: The school may implement a buddy system, pairing preschool children with older students who can help them navigate their new environment. This peer support can ease the transition by providing younger children with a familiar face and a source of comfort.

7. Continuous Monitoring and Feedback

• Ongoing Assessment: Throughout the first few months of kindergarten, teachers continuously assess students' progress and adjust instruction as needed. This monitoring ensures that any challenges are addressed early, and that children receive the support they need to thrive.

• Feedback Loop: The school solicits feedback from parents, preschool teachers, and kindergarten teachers about the transition process. This feedback is used to refine and improve transition strategies for future cohorts of students. By implementing these comprehensive strategies, the school ensures that preschool children experience a smooth and supportive transition to elementary school.

This approach helps children build the confidence, skills, and relationships they need to succeed in kindergarten and beyond, laying a strong foundation for their future academic and social development.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

The process to review the use of resources to meet the identified needs of students was a systematic and collaborative approach that ensured resources—whether financial, human, or material—were effectively allocated to support student learning and development. Here's how the process typically worked:

1. Needs Assessment

• Data Collection and Analysis: The process began with a comprehensive needs assessment, where the school collected and analyzed data related to student performance, behavior, attendance, and other relevant indicators. This data was gathered from various sources, including standardized test scores, formative assessments, student and teacher surveys, and observational data.

• Identifying Gaps: Based on the data analysis, the school identified gaps in student achievement, behavior, or other areas of concern. These gaps helped to pinpoint where resources were most needed, whether for academic support, social-emotional development, or other critical areas.

2. Resource Inventory and Evaluation

• Inventory of Current Resources: The school conducted an inventory of all available resources, including funding, instructional materials, technology, staff expertise, and community partnerships. This inventory helped the school understand what resources were currently in place and how they were being utilized.

• Evaluation of Resource Effectiveness: The school evaluated the effectiveness of current resources by examining their impact on student outcomes. For example, the effectiveness of a reading intervention program was assessed by tracking improvements in student literacy scores. This evaluation includes gathering feedback from teachers, students, and parents about the utility and impact of resources.

3. Prioritization of Needs

• Stakeholder Involvement: The school involved key stakeholders, including teachers, administrators, parents, and community members, in the process of prioritizing identified needs. This collaborative approach ensured that the voices of those directly impacted by resource allocation were heard and considered.

• Setting Priorities: Based on the needs assessment and stakeholder input, the school prioritized the most critical needs that needed to be addressed. Prioritization was based on factors such as the severity of the gap, the number of students affected, and the potential for improving student outcomes with targeted resources.

4. Resource Allocation

• Strategic Planning: The school developed a strategic plan for resource allocation that aligned with the identified priorities. This plan detailed how resources would be distributed across different programs, initiatives, and student populations to address the most pressing needs.

• Budget Alignment: The school's budget was aligned with the strategic plan, ensuring that financial resources were allocated to support the prioritized needs. This involved reallocating funds from less effective programs to those that had a proven impact on student achievement.

5. Implementation and Monitoring

• Deployment of Resources: Once resources were allocated, the school implemented the planned initiatives and programs. This included purchasing materials, deploying staff, and launching new programs or interventions.

• Ongoing Monitoring: The school monitored the implementation of resources through regular check-ins, data collection, and progress reports. This monitoring allowed the school to track whether the resources were being used as intended and whether they were making a positive impact on the identified needs.

6. Continuous Improvement and Feedback

• Evaluation of Outcomes: After a period of implementation, the school evaluated the outcomes of the resource allocation. This evaluation focused on whether the resources had effectively addressed the identified needs and improved student outcomes.

• Feedback Loop: Feedback was solicited from all stakeholders, including teachers, students,

parents, and community partners, to assess the success of the resource allocation. This feedback was critical for understanding the real-world impact of the resources and identifying any areas for improvement.

• Adjustments and Refinement: Based on the evaluation and feedback, the school made adjustments to its resource allocation as needed. This involved shifting resources to different areas, scaling successful programs, or discontinuing initiatives that did not yield the desired results.

7. Reporting and Accountability

• Transparency in Reporting: The school maintained transparency in how resources were used by regularly reporting to the school community and district officials. These reports included detailed accounts of how resources were allocated, the outcomes achieved, and any changes made based on ongoing assessments.

• Accountability Measures: The school established accountability measures to ensure that resources were used efficiently and effectively. This included regular audits, performance reviews, and progress tracking to hold staff and programs accountable for their impact on student outcomes.

By following this structured process, the school ensured that resources were allocated in a way that directly supported the identified needs of students, leading to more effective interventions, improved student performance, and better overall outcomes. The continuous review and adjustment of resource use also helped the school to adapt to changing needs and priorities, ensuring that all students had access to the support they needed to succeed.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

To address the identified needs of students, the school follows a systematic process that involves identifying specific resources, providing a rationale based on data, and developing a detailed plan with a timeline. Here’s how this process is structured:

1. Identification of Specific Resources

• Resource Selection: Based on the identified needs, the school selects specific resources that are most appropriate to address these needs. These resources may include:

• Instructional Materials: Textbooks, digital tools, and curriculum supplements that align with the areas where students need the most support.

• Personnel: Hiring additional teachers, instructional aides, or specialists (such as reading or math interventionists) to provide targeted support.

• Technology: Educational software, online platforms, and devices (like tablets or laptops) that facilitate personalized learning and data-driven instruction.

• Professional Development: Training and workshops for teachers and staff to enhance their instructional skills, particularly in high-need areas like differentiated instruction or data analysis.

• Student Support Services: Counseling, tutoring, and mentoring programs aimed at addressing academic, social, or emotional challenges.

2. Rationale Based on Data
Data-Driven Decision Making: The rationale for selecting specific resources is grounded in data collected from various sources. This data might include:

• Student Performance Data: Standardized test scores, classroom assessments, and progress monitoring results that highlight specific academic gaps.

• Behavioral Data: Records of student behavior incidents, attendance rates, and social-emotional assessments that indicate areas needing additional support.

• Feedback from Stakeholders: Input from teachers, parents, and students about perceived challenges and areas where additional resources could make a significant impact.

• Example: If data indicates that a significant percentage of students are struggling with reading comprehension, the rationale for selecting a specific reading intervention program would be to target these identified weaknesses and improve literacy outcomes.

3. Plan to Address Needs (Including Timeline)

• Detailed Action Plan: The school develops a comprehensive plan to implement the identified resources. This plan includes:

• Specific Actions: Clearly defined steps for how the resources will be used. For example, if the need is to improve math skills, the plan might involve scheduling additional math instruction sessions, integrating new math software into the curriculum, and providing professional development for

teachers on the software's use.

• Roles and Responsibilities: Designation of who will be responsible for each part of the plan, such as teachers, instructional coaches, or administrators.

• Implementation Timeline: A timeline is established that outlines when each step of the plan will be carried out. This timeline includes key milestones, such as the procurement of resources, the start of new instructional practices, and periodic check-ins to monitor progress.

Example Timeline:

• Month 1: Conduct a needs assessment and identify gaps in student performance.

• Month 2: Select and purchase reading intervention materials based on identified needs.

• Month 3: Provide professional development for teachers on the new reading intervention program.

• Month 4: Begin implementation of the reading intervention program in classrooms.

• Months 5-6: Monitor progress through regular assessments and adjust instruction as needed.

• End of School Year: Evaluate the impact of the intervention on student reading scores and determine next steps.

4. Monitoring and Evaluation

• Ongoing Monitoring: The school establishes a system for ongoing monitoring to ensure that the resources are being effectively utilized and that they are having the desired impact on student outcomes. This includes regular data collection, classroom observations, and feedback from stakeholders.

• Mid-Year Review: At the midpoint of the implementation timeline, the school conducts a formal review to assess progress. This review helps to identify any challenges or areas where adjustments are needed.

• End-of-Year Evaluation: At the end of the school year, a comprehensive evaluation is conducted to determine the overall effectiveness of the resources in meeting the identified needs. This evaluation informs decisions about whether to continue, expand, or modify the resource allocation for the

following year.

5. Communication with Stakeholders
• Regular Updates: The school keeps all stakeholders informed throughout the process, providing regular updates on the implementation progress, the effectiveness of the resources, and any adjustments that are being made. This transparency helps build trust and ensures that everyone is aligned with the school's goals.

By following this structured process, the school ensures that the specific resources chosen are directly aligned with the needs of the students, that the rationale for their selection is data-driven, and that there is a clear and actionable plan in place to address those needs within a specified timeline. This approach maximizes the impact of resources and helps to achieve significant improvements in student outcomes.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply. **No**

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

Gadsden County Schools

WEST GADSDEN MIDDLE SCHOOL



2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2

C. Demographic Data 6

D. Early Warning Systems 7

II. Needs Assessment/Data Review 10

A. ESSA School, District, State Comparison 11

B. ESSA School-Level Data Review 12

C. ESSA Subgroup Data Review 13

D. Accountability Components by Subgroup 14

E. Grade Level Data Review 17

III. Planning for Improvement 18

IV. Positive Learning Environment 24

V. Title I Requirements (optional) 27

VI. ATSI, TSI and CSI Resource Review 31

VII. Budget to Support Areas of Focus 33

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state’s graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

West Gadsden Middle School believes every student has untapped potential worthy of investment, opportunity, and high expectations. We partner with families and the community to accelerate academic achievement through rigorous instruction, meaningful relationships, data-driven decisions, and a culture of accountability.

Provide the school's vision statement

West Gadsden Middle School will become a high-performing learning community where everyone takes pride in discovering their purpose and making progress that exceeds expectations.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Gloria Gallon

gallong@gcpsmail.com

Position Title

Reading Coach

Job Duties and Responsibilities

To assist and support student literacy achievement by collaborating with teachers to implement standards based reading instruction, analyzing assessment data to guide interventions, providing instructional coaching and professional development, and monitoring student progress to improve reading outcomes.

Leadership Team Member #2

Employee's Name
Shirley Commodore

commodores@gcpsmail.com

Position Title
Math Resource

Job Duties and Responsibilities

To assist and support student achievement by collaborating with teachers to implement standards based mathematics instruction, analyzing assessment data to guide instructional decisions, providing coaching and professional development, and monitoring student progress to strengthen math proficiency.

Leadership Team Member #3

Employee's Name
Germaine Kirkland

browng@gcpsmail.com

Position Title
Principal

Job Duties and Responsibilities

Provides instructional leadership, ensures student learning is a priority, works collaboratively to develop and implement an instructional framework that aligns state standards, best practices, student learning needs and assessments; employs and monitors a decision making process based on the school's vision, mission, and school improvement priorities using facts and data; build and maintain relationships with students, faculty, parents, and the community.

Leadership Team Member #4

Employee's Name
Pierre Lewis

lewisp@gcpsmail.com

Position Title
Assistant Principal

Job Duties and Responsibilities

To assist the school leader with administrative and instructional functions to meet the needs of

students and the growth of teachers while carrying out the vision, mission of the school and district

Leadership Team Member #5

Employee's Name
Shanterria Robinson

robinsonsha@gcpsmail.com

Position Title
Assistant Principal

Job Duties and Responsibilities

To assist the school leader with administrative and instructional functions to meet the needs of students and the growth of teachers while carrying out the vision, mission of the school and district

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 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 before the start of school, and members of the team are comprised of faculty and staff who represent the various departments/ subjects of the school. As a team, we draft goals based on previous school year data and challenges. These goals and school-wide areas of focus are then shared school-wide, where feedback and input are 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.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on

increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The School Improvement Plan will be monitored monthly by the administrative team, instructional coaches, district support staff, and teacher leaders through classroom walkthroughs, instructional observations, PLCs, student assessment data, and MTSS progress monitoring. Leadership teams will review implementation fidelity, benchmark mastery, and intervention effectiveness to determine next steps. Based on ongoing data analysis, instructional strategies, resources, and professional learning will be adjusted to ensure continuous improvement and increased student achievement.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**COMBINATION** **4-8**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**CSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 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 **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2025-26: C** **2024-25:** **2023-24: D** **2022-23: C** **2021-22: C**

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	
School Enrollment					50	56	77	63	68	314
Absent 10% or more school days					19	18	39	33	34	143
One or more suspensions					11	19	43	32	39	144
Course failure in English Language Arts (ELA)							9		1	10
Course failure in Math							3		1	4
Level 1 on statewide ELA assessment					24	29	20	25	16	114
Level 1 on statewide Math assessment					25	33	23	24	14	119
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)					30	29	31	30	30	150
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2026-27

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					20	24	46	37	38	165

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times					1		1	10		12

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment					35	77	58	63	58	291
Absent 10% or more school days							30	30	30	90
One or more suspensions						8	17	20	20	65
Course failure in English Language Arts (ELA)									4	4
Course failure in Math						1		2	7	10
Level 1 on statewide ELA assessment						37	27	28	20	112
Level 1 on statewide Math assessment					15	29	19	27	28	118
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)						12	20	32	25	89
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators						19	29	32	28	108

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

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

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

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

A. ESSA School, District, State Comparison

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

Data for 2025-26 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	30	43	64		40	61	25	32	58
Grade 3 ELA Achievement		51	64		47	62		45	59
ELA Learning Gains	43	51	62		54	61	38	46	59
ELA Lowest 25th Percentile	46	52	55		60	55	49	49	54
Math Achievement*	35	47	64		42	62	33	37	59
Math Learning Gains	41	53	61		54	60	43	50	61
Math Lowest 25th Percentile	52	55	52		56	53	51	55	56
Science Achievement	31	39	60		33	57	22	21	54
Social Studies Achievement*	50	54	77		55	74	43	45	72
Graduation Rate		87	77		86	72		63	71
Middle School Acceleration	84	72	79		60	75	50	48	71
College and Career Acceleration		84	61		62	56		89	54
Progress of ELLs in Achieving English Language Proficiency (ELP)					43	61		57	59

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

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

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

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

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	46%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	412
Total Components for the FPPI	9
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	**2024-25**	**2023-24**	**2022-23**	**2021-22**	**2020-21****	**2019-20***
46%	41%	40%	35%	47%	33%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	29%	Yes	7	7
English Language Learners	44%	No		
Black/African American Students	45%	No		
Hispanic Students	48%	No		
White Students	36%	Yes	1	
Economically Disadvantaged Students	46%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	30%		43%	46%	35%	41%	52%	31%	50%	84%			
Students With Disabilities	16%		37%	18%	19%	46%	52%	25%	20%				
English Language Learners	35%		46%	57%	44%	42%	46%	23%	60%				
Black/African American Students	25%		38%	44%	32%	40%	55%	41%	45%	82%			
Hispanic Students	38%		47%	48%	44%	42%	47%	24%	58%	83%			
White Students	33%		65%		18%	29%							
Economically Disadvantaged Students	34%		43%	49%	36%	37%	49%	34%	56%	80%			

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	29%		49%	54%	30%	43%	48%	35%	55%	35%			29%
Students With Disabilities	10%		29%	43%	13%	26%	40%						
English Language Learners	40%		52%	52%	39%	42%	48%	45%	57%	57%			29%
Black/African American Students	20%		43%	57%	25%	41%	53%	23%	53%	12%			
Hispanic Students	39%		52%	48%	35%	45%	44%	37%	63%	48%			33%
White Students	37%		63%		32%	42%							
Economically Disadvantaged Students	30%		51%	59%	31%	44%	49%	36%	55%	36%			25%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	25%		38%	49%	33%	43%	51%	22%	43%	50%			49%
Students With Disabilities	9%		29%	41%	38%	58%	56%	14%	6%				
English Language Learners	29%		45%	58%	39%	43%	41%	27%	41%	43%			49%
Black/African American Students	21%		34%	47%	30%	42%	52%	17%	42%	52%			
Hispanic Students	33%		44%	50%	38%	44%	43%	26%	45%	48%			48%
White Students	6%		13%		29%	50%							
Economically Disadvantaged Students	24%		36%	48%	33%	42%	49%	19%	41%	47%			53%

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

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

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

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	4	20%	41%	-21%	60%	-40%
ELA	5	23%	34%	-11%	61%	-38%
ELA	6	30%	40%	-10%	62%	-32%
ELA	7	30%	40%	-10%	62%	-32%
ELA	8	37%	40%	-3%	60%	-23%
Math	4	30%	48%	-18%	65%	-35%
Math	5	18%	38%	-20%	62%	-44%
Math	6	30%	47%	-17%	60%	-30%
Math	7	39%	48%	-9%	53%	-14%
Math	8	35%	39%	-4%	61%	-26%
Science	5	16%	27%	-11%	60%	-44%
Science	8	40%	32%	8%	52%	-12%
Civics	7	47%	58%	-11%	77%	-30%
Algebra	8	75%	67%	8%	84%	-9%
Geometry	8	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				

III. Planning for Improvement

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

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

Most Improvement

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

Middle School Acceleration showed a 49% increase from the previous year (2025 - 35% and 2026 - 84%). There was intentional selection of aacceleration courses as well as well as student placement in the acceleration courses which showed an improvement in student scores.

Lowest Performance

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

The lowest-performing component was overall ELA Achievement (30%). Some contributing factors were teachers teaching out of field, classroom management issues, and the lack of intentional data tracking/progress monitoring. One trend is low performance levels specifically for students with disabilities (16%) and Black/African American students (25%). Other contributing factors include poor attendance and discipline referrals.

Greatest Decline

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

ELA Achievement for the Lowest 25% demonstrated the greatest decline, decreasing from 54% in 2024–2025 to 46% in 2025–2026, an 8 percentage point decrease. This decline indicates a need for more intentional progress monitoring, targeted intervention, and differentiated instruction for the school's most academically at-risk students, particularly Students with Disabilities, whose ELA achievement was 16% and ELA Learning Gains for the Lowest 25% were 18%. Strengthening Tier 1 instruction, implementing consistent MTSS practices, and using ongoing data analysis will be critical to accelerating growth for these students.

Greatest Gap

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

ELA achievement remains the school's greatest area of need, with overall proficiency performing 34 percentage points below the state average. Student performance in grades 4–8 has remained

consistently below state expectations, with limited and inconsistent academic growth over the past several years. Multiple leadership transitions during the past two years have affected the continuity of instructional systems, implementation of schoolwide initiatives, and sustained support for teaching and learning, contributing to inconsistent student achievement outcomes.

EWS Areas of Concern

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

1. The number of students scoring a Level 1 in ELA and Math.
2. The number of students who have one or more suspensions.

Highest Priorities

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

- Strengthen benchmark aligned instruction that impacts ELA and Math achievement
- Consistent Data-driven decision making
- Accelerate achievement for Students with Disabilities
- Reduce Chronic absenteeism
- Establish Consistent School-wide Systems and Expectations

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

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

Area of Focus #1

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

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

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

The focus will be on strengthening students' proficiency with the grade-level Florida B.E.S.T. ELA benchmarks, particularly reading comprehension, analysis of literary and informational texts, academic vocabulary, and the use of text evidence to support responses. The 2025–26 FAST PM3 ELA data demonstrate a significant need across all grade levels. The percentage of students scoring at Level 3 or above was 20% in Grade 4, 23% in Grade 5. Each grade level performed below state expectations, with the greatest needs evident in Grades 4 and 5. Additionally, the school's overall ELA proficiency for Grades 4th-8th was 34 percentage points below the state average.

The prior-year data indicate that many students have not yet developed the foundational reading skills, academic vocabulary, reading stamina, and comprehension strategies necessary to independently access and analyze grade-level text. These gaps affect student achievement not only in ELA but also in mathematics, science, social studies, and accelerated coursework, where students must read complex text, interpret information, and communicate evidence-based responses.

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

No Answer Entered

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

The instructional focus for Grades 4 and 5 will be the consistent implementation of explicit, systematic, and benchmark-aligned reading instruction based on the Florida B.E.S.T. ELA Standards. Instruction will emphasize reading comprehension, academic vocabulary, morphology, fluency, analysis of literary and informational texts, and the use of relevant text evidence in written and oral responses. Teachers will use explicit modeling, think-alouds, close reading, guided practice, and gradual release of responsibility to help students independently demonstrate mastery of grade-level benchmarks.

Grades K-2: Measurable Outcome(s)

No Answer Entered

Grades 3-5: Measurable Outcome(s)

The percentage of Grade 4 students scoring at Level 3 or above will increase from 20% to at least 30%, representing a 10-percentage-point increase. The percentage of Grade 5 students scoring at Level 3 or above will increase from 23% to at least 33%, representing a 10-percentage-point increase.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Implementation and impact will be monitored through a continuous cycle of classroom observation, data analysis, instructional response, and progress monitoring. School administrators and instructional support personnel will conduct classroom walkthroughs at least twice monthly using established look-fors.

Person responsible for monitoring outcome

School administrators and the Reading Coach

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

-Explicit teacher modeling through think-alouds and gradual release of responsibility. -Systematic instruction in academic vocabulary, morphology, context clues, and word-learning strategies. -Explicit instruction in comprehension strategies for literary and informational texts. -Close reading of appropriately complex texts, including annotation, questioning, summarizing, and citing relevant textual evidence. -Benchmark-aligned tasks and questions that reflect the rigor and cognitive demand of the FAST assessment. -Frequent opportunities for students to discuss, write about, and respond to text using evidence. -Flexible, data-driven small-group instruction based on specific student skill deficits. -Supplemental intervention for students performing below grade level, including targeted instruction in decoding, fluency, vocabulary, and comprehension when indicated by diagnostic data. -Spiral review and retrieval practice to strengthen retention and transfer of previously taught skills. -Collaborative planning and PLC data analysis to identify misconceptions, determine instructional responses, and develop common assessments.

Rationale:

These literacy gaps affect students' ability to access grade-level instruction across all content areas and increase the likelihood that students will enter middle school without the skills necessary to successfully engage with increasingly complex text. Therefore, West Gadsden Middle School will prioritize explicit, systematic, and benchmark-aligned reading instruction; differentiated small-group support; frequent formative assessment; and targeted intervention. This focus is necessary to

address individual skill deficits, accelerate student growth, increase the percentage of students achieving grade-level proficiency.

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

Will this evidence-based intervention be funded with UniSIG?
Yes

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Strengthen Benchmark-Aligned Core ELA Instruction Implement Explicit Evidence-Based Reading Practices Use PLCs to Plan Instructional Responses Analyze Student Data and Identify Skill Deficits Provide Instructional Coaching Support

Person Monitoring:
Principal

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Grades 4 and 5 ELA teachers will implement consistent, benchmark-aligned core instruction and targeted small-group reading intervention based on student data. Teachers will use explicit modeling, guided practice, close reading, academic vocabulary, higher-order questioning, and evidence-based responses. FAST, diagnostic, common assessments, and classroom data will be used to group students according to specific needs in fluency, vocabulary, and comprehension. During PLCs, teachers will analyze data, review student work, identify misconceptions, and plan reteaching, intervention, and/or enrichment.

Area of Focus #2

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

ESSA Subgroups specifically relating to Economically Disadvantaged Students (FRL)

Area of Focus Description and Rationale

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

West Gadsden Middle School has identified the academic achievement of students classified as economically disadvantaged as a critical Area of Focus. This subgroup includes students in Grades 4–8 who participate in state assessments in English Language Arts and Mathematics, students in the state-tested Science grades, and students enrolled in Civics. Prior-year assessment data showed that only 30% of economically disadvantaged students demonstrated proficiency in ELA, 35% in Mathematics, 31% in Science, and 47% in Civics. These results indicate that most students within this subgroup are not yet consistently demonstrating mastery of grade-level benchmarks.

Measurable Outcome

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

By the end of the 2026–2027 school year, West Gadsden Middle School will increase the percentage of economically disadvantaged students demonstrating proficiency, defined as Level 3 or above on the applicable state assessment, by at least 7 percentage points in each tested subject.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The leadership team, instructional coaches, and collaborative planning teams will monitor implementation and impact through the following processes:

Review FAST, district assessments, common assessments, and classroom data by subject, grade level, benchmark, teacher, and economically disadvantaged subgroup.
Establish baseline performance using PM1 and other beginning-of-year diagnostic assessments.
Maintain student data-tracking systems that identify current performance, benchmark deficiencies, intervention placement, progress-monitoring results, and instructional response.
Use PM2 and midyear benchmark data to evaluate progress toward the annual targets and adjust instruction, student groupings, intervention time, and resources.

Person responsible for monitoring outcome

Administrators and Coaches

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Standards- and benchmark-aligned instruction using grade-level texts, tasks, problems, and assessment items. It will be implemented through explicit instruction, teacher modeling, guided practice, collaborative practice, and independent application. Students will also be provided extended learning opportunities, including tutoring, acceleration, and targeted FAST assessment preparation.

Rationale:

Students who begin the year with academic gaps benefit from access to grade-level work and strong Tier 1 instruction. Students need opportunities to perform the thinking required by the standard. The goal is not to ignore unfinished learning, but to address prerequisite gaps strategically so students can participate in current grade-level instruction that prepares them for the rigor and complexity of the FAST.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
Yes

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Strengthen benchmark-aligned Tier 1 instruction

Person Monitoring:	**By When/Frequency:**
Administrators and Coaches	weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will collaboratively unpack priority benchmarks in PLC's before and after school hours, develop student-friendly learning targets and success criteria, and plan instruction using grade-level texts and tasks. Lessons will include explicit modeling, guided practice, checks for understanding, corrective feedback, and independent application.

Action Step #2
Use data to address barriers and adjust instructional support

Person Monitoring:	**By When/Frequency:**
Administrators and Coaches	weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administrators and teachers will use student data to drive instruction that is tailored to the specific needs of students. Teachers will identify students by name, determine benchmark strengths and needs, plan instructional responses, and document follow-up actions. The school will also address attendance, family communication, access to extended learning beyond the school day, and other barriers that may reduce students' opportunities to learn. Monitoring will take place through lesson plans, classroom walkthroughs, and PLC data chats.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

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

In the 2025-2026 school year, 143 students were identified as having attendance below 90%. This shows 46% of students in grades 4th through 8th are missing critical core instruction which leads to larger gaps in their educational progression academically and behaviorally.

Measurable Outcome

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

By the end of the 2026–2027 school year, West Gadsden Middle School will decrease the percentage of students identified as chronically absent (10% or more of enrolled school days) from 45.5% (143/314) to 35.0% (110/314) or lower. Grade-level reductions will include Grade 4 from 38.0% to 28.0%, Grade 5 from 32.1% to 22.0%, Grade 6 from 50.6% to 40.0%, Grade 7 from 52.4% to 42.0%, and Grade 8 from 50.0% to 40.0%. Progress will be reviewed monthly through the school's Early Warning System process, with interventions adjusted based on attendance trend data.

Monitoring

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

Accurate attendance records will be documented daily to including tardiness, absences, and those consistently picked up early during instructional time. Daily/weekly montioring of attendance by the attendance team to include the social worker, school counselor, and administrator will be ongoing. The schoo will continue to communicate with parents and/or guardians via Skylert, school posted signage, and flyers sent home. The school's Multi-Tiered System of Supports (MTSS) team will analyze attendance data by grade level and individual student to evaluate the effectiveness of interventions, adjust support plans, and allocate additional resources as needed.

Person responsible for monitoring outcome

Asst. Principal Pierre Lewis and Shanterria Robinson

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The MTSS team will work collaboratively to identify students with chonic absenteeism, schedule monthly meetings, analyze data, and develop appropriate interventions to include positive recognitions, home visits, family engagement, and celebrations that reinforce the importance of daily attendance and the impact it has on academic student success.

Rationale:

Chronic absenteeism is a significant barrier to student achievement. When students are not consistently present, they miss valuable instructional time and academic support, limiting their opportunities to master grade-level standards and increasing the likelihood of additional early warning indicators.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
Yes

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
MTSS Attendance Monitoring Process

Person Monitoring:
Guidance Counselor

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Establish a schoolwide MTSS attendance process that includes daily attendance monitoring, weekly grade-level attendance reviews, and monthly EWS/MTSS meetings to identify students at risk of chronic absenteeism. Develop individualized Attendance Success Plans for students identified as chronically absent and provide targeted Tier 2 and Tier 3 interventions based on student needs.

Action Step #2
Family Engagement and Attendance Incentives

Person Monitoring:
Guidance Counselor, Social Workers, Attendance Clerk

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Increase family engagement through proactive communication, parent conferences, attendance contracts, home visits (when appropriate), and collaboration with community agencies to address barriers to attendance. Promote a positive attendance culture by recognizing and rewarding students and classrooms with improved and exemplary attendance.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

wgms.gadsdenschools.org

West Gadsden Middle School 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.

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

West Gadsden Middle School 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. This will be achieved 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 (one-voice calls).

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

West Gadsden Middle School will plan for bell to bell instruction and a strict adherence to following the Master Schedule. Teachers will participate in weekly collaborative planning and PLC's that 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, School Counselor and Resource Teachers.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

West Gadsden Middle School 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.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

West Gadsden Middle collaborates with the Guidance Counselor, our site-based Social Worker, ESE Resource Teachers, and district ESE department to be able to provide the necessary services to students and their families. Our students will also attend Character Education at least once a week where lessons provided will focus on Pride, Purpose, and Progress. There are also partnering with services/stakeholders outside the school to provide services to targeted students/groups of most need.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(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 interact with local professionals in the community that introduce them to careers they may or may not be familiar with. Career Day gives our students an opportunity to explore various career options such as dentist, nursing, law enforcement, etc.

We also offer the opportunity for students to earn industry certification in technology and culinary arts.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(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.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(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 Office of Professional Learning, and all other trainings directly related to supporting our school goals.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

N/A

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

West Gadsden Middle School, in collaboration with district leadership, will regularly review and monitor the implementation of instructional materials and instructional protocols to ensure fidelity of implementation and alignment with identified student needs through ongoing data analysis. Progress-monitoring data and implementation outcomes will be collected, analyzed, and shared with school and community stakeholders, including presentations to the School Board, to promote transparency, accountability, and continuous improvement.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

Resources to address need:

- Florida B.E.S.T. Standards and district curriculum guides
- District-approved benchmark-aligned instructional materials
- FAST PM1, PM2, and PM3 assessment data
- Common formative assessments
- Collaborative planning (PLCs)
- Instructional coaching and classroom walkthrough feedback
- District-approved intervention or supplemental resources
- Professional learning focused on differentiated instruction and inclusive practices
- Inclusion and co-teaching instructional models
- Data dashboards and progress-monitoring tools

Rationale:

Analysis of FAST PM3 assessment data identified weaknesses in students' mastery of grade-level benchmarks, particularly in standards requiring higher-order thinking, application, and problem-solving. Classroom walkthroughs and instructional observations also revealed the need for stronger alignment of daily instruction, instructional tasks, and the rigor of the Florida B.E.S.T. Standards.

Timeline

- **August–September:** Analyze FAST PM3 and PM1 baseline data; establish instructional

priorities and provide professional learning on benchmark-aligned instruction.

- **Monthly:** Conduct PLCs, instructional walkthroughs, lesson plan reviews, and data chats.
- **Quarterly:** Review school/district benchmark assessment data and adjust instructional practices.
- **December-January:** Analyze FAST PM2 results and refine instructional supports.
- **January-April:** FAST Prep during and afterschool, ongoing monitoring of data,etc.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply. **No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Uploaded Budget	Instructional Practice - ELA required by RAISE (specific questions)	6400/120	UNISIG	0.0	21, 000.00
Teacher Collaborative Planning: 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					
Uploaded Budget	Instructional Practice - ELA required by RAISE (specific questions)	5100/510	UNISIG	0.0	8, 000.00
Instructional materials, licenses, subscriptions and supplies aligned with district-approved curricular resources that promote academic success, (i.e Uncomplicate Ed materials and ToolKit, Achieve 3000, IXL, PBIS Rewards)					
Uploaded Budget	ESSA Subgroups - Economically Disadvantaged Students (FRL)	6300/110	UNISIG	0.0	11, 200.00
Afterschool for administrative support, student supervison, and program coordination for after school activities (2 hours per day x 140 days x $40/ hr)					
Uploaded Budget	ESSA Subgroups - Economically Disadvantaged Students (FRL)	5100/220	UNISIG	0.0	856.80
FICA @ 7.65 for afterschool administrative support					
Uploaded Budget	ESSA Subgroups - Economically Disadvantaged Students (FRL)	5100/210	UNISIG	0.0	1, 680.00
Retirement @ 15% for afterschool administrative support					
Uploaded Budget	ESSA Subgroups - Economically Disadvantaged Students (FRL)	5100/240	UNISIG	0.0	129.00
Worker's Compensation @ 1.15% for afterschool administrative support					
Uploaded Budget	ESSA Subgroups - Economically Disadvantaged Students (FRL)	5100/120	UNISIG	0.0	19, 200.00
Beyond the school day tutoring 2nd semester (10) teachers for 3 days a week @ $35/hr. One school coordinator @ $40/hr					
Uploaded Budget	Instructional Practice - ELA required by RAISE (specific questions)	5100/220	UNISIG	0.0	1, 285.00
FICA @ 7.65 beyond the school day teachers					
Uploaded Budget	Instructional Practice - ELA required by RAISE (specific questions)	5100/210	UNISIG	0.0	2, 520.00
Retirement @ 15% beyond the school day teachers					

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Uploaded Budget	Instructional Practice - ELA required by RAISE (specific questions)	5100/240	UNISIG	0.0	193.20
Worker's Compensation @ 1.15% beyond the school day teachers					
Uploaded Budget	ESSA Subgroups - Economically Disadvantaged Students (FRL)	5100/120	UNISIG	0.0	5, 400.00
Beyond the school day, tutoring 2nd-semester (3) paraprofessionals for 3 days a week @ $25/hr.					
Uploaded Budget	ESSA Subgroups - Economically Disadvantaged Students (FRL)	5100/220	UNISIG	0.0	413.10
FICA @ 7.65 beyond the school day for paraprofessionals					
Uploaded Budget	ESSA Subgroups - Economically Disadvantaged Students (FRL)	5100/210	UNISIG	0.0	810.00
Retirement @ 15% beyond the school day for paraprofessionals					
Uploaded Budget	ESSA Subgroups - Economically Disadvantaged Students (FRL)	5100/240	UNISIG	0.0	62.10
Worker's Compensation @ 1.15% beyond the school day for paraprofessionals					
Uploaded Budget	ESSA Subgroups - Economically Disadvantaged Students (FRL)	7800/160	UNISIG	0.0	3, 000.00
Fuel for afterschool transportation					
Uploaded Budget	Instructional Practice - ELA required by RAISE (specific questions)	5100/311	UNISIG	0.0	18, 900.00
Contracted services to provide individual or small group instructional support to targeted students who have demonstrated deficiencies in Reading. services provided by retired educator(16 weeks, 10hrs/wk @ $35/hr)					
Uploaded Budget	Student Attendance	5100/510	UNISIG	0.0	4, 000.00
Support for the implementation of an attendance initiative, "Every Day Counts" designed to reduce chronic absenteeism					
Uploaded Budget	ESSA Subgroups - Economically Disadvantaged Students (FRL)	5100/330	UNISIG	0.0	8, 000.00
Academic enrichment experiences: curriculum-connected experiences such as museums, universities, theaters, STEM centers, historical sites, or college/career experiences that are extensions of standards-based classroom instruction					
Uploaded Budget	Instructional Practice - ELA required by RAISE (specific questions)	5100/510	UNISIG	0.0	4, 000.00

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Professional development and instructional coaching: consultants, trainers, substitutes for teacher training, coaching cycles, demonstration lessons, lesson study, and professional learning focused on explicit instruction, rigorous questioning, benchmark alignment, differentiation, and checks for understanding.					
Uploaded Budget	Instructional Practice - ELA required by RAISE (specific questions)	6400/330	UNISIG	0.0	6, 600.00
Registration for administrators to attend professional development conferences and trainings, to include the Model School Conf.(registration- $1000/person) and Instructional Empowerment Conf. ($1200/per person)					
Uploaded Budget	Instructional Practice - ELA required by RAISE (specific questions)	6400/330	UNISIG	0.0	6, 183.00
Travel for administrators to attend conferences for Professional Development (Model School Conference & Instructional Empowerment: Building Expertise): 2 hotels ($229 x 3nights x 3 participants)					
Total	Uploaded Budget				123, 432.20
Plan Budget Total					**123, 432.20**

Gadsden County Schools

CROSSROAD ACADEMY



2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2

C. Demographic Data 6

D. Early Warning Systems 7

II. Needs Assessment/Data Review 12

A. ESSA School, District, State Comparison 13

B. ESSA School-Level Data Review 14

C. ESSA Subgroup Data Review 15

D. Accountability Components by Subgroup 16

E. Grade Level Data Review 19

III. Planning for Improvement 20

IV. Positive Learning Environment 26

V. Title I Requirements (optional) 29

VI. ATSI, TSI and CSI Resource Review 33

VII. Budget to Support Areas of Focus 34

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state’s graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of Crossroad Academy Charter School is to provide a rigorous educational program that fosters students into the twenty-first century by preparing them academically, socially, and culturally to become competitive and responsible members of society.

Provide the school's vision statement

The vision of Crossroad Academy Charter School is to exist as an innovative educational institution that develops its' entire learning community into positive and productive citizens.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Camry S. Floyd

floydc@gcpsmail.com

Position Title

Principal

Job Duties and Responsibilities

- Schoolowide Data Tracking
- Coordination of Intervention
- Monitoring of Inividualized Academic/Behavior Support Plans
- Coordination of Stakeholder Partnerships
- Instructional/Non-Instructional Evaluations

Leadership Team Member #2

Employee's Name
Shaikia Bonner

bonners@gcpsmail.com

Position Title
Assistant Principal, Elementary

Job Duties and Responsibilities

- Instructional Coaching and Support
- Student Behavior/Academic Intervention
- Academy-Wide Data Tracking
- Monitoring of Deliverables

Leadership Team Member #3

Employee's Name
Tamara Williams-Preston

prestont@gcpsmail.com

Position Title
Director, Early Learning

Job Duties and Responsibilities

- maintain compliance with Pre-K and VPK standards
- support coaching and intervention for Fundamental skills in Kindergarten - 2nd Grades
- maintain compliance with regard to lottery operation and student admission

Leadership Team Member #4

Employee's Name
Franklin Scott

scottf@gcpsmail.com

Position Title
Director of Operations

Job Duties and Responsibilities

- Supervise Maintenance Staff
- Supervise Cafeteria Staff
- Maintain financial records

- Support Human Resources compliance

Leadership Team Member #5

Employee's Name
Tyeise Canidate

canidatetye@gcpsmail.com

Position Title
Interim Assistant Principal, Secondary

Job Duties and Responsibilities

- Instructional Coaching and Support
- Student Behavior/Academic Intervention
- Academy-Wide Data Tracking
- Monitoring of Deliverables

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

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

A school Advisory Council is established in the interest of involving stakeholders in appropriate school-level decisions.
The SAC includes the principal, organizational representatives, and community partners.

CACS has also established a chapter of All-Pro Dad, an initiative developed in the interest of involving male representation in the educational processes.

CACS Student Ambassadors also provide input as it relates to the improvement of the school and day to day operations that impact students.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on

increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The primary means for monitoring of the School Improvement Plan will be the state's FAST Progress Monitoring Assessment.
Kindergarten - 2nd Grade students will complete the STAR ELA and Math monthly. 3rd - 10 grade students will complete the FAST Assessment 3 times this year.

CACS' ATSI status is a result of the limited progress and proficiency of ESE Students. A specialized focus on this subgroup has been devised with the classroom teachers and school interventionists in the areas of ELA and Math.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**COMBINATION** **PK-12**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**85.4%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	**NO**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 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 **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2025-26: B** **2024-25: B** **2023-24: B** **2022-23: C** **2021-22: B**

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	
School Enrollment	32	36	37	39	42	39	42	46	44	357
Absent 10% or more school days	0	28	19	22	36	24	14	26	26	195
One or more suspensions	0	0	0	2	2	17	5	18	17	61
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment		2	3		9	8	12	5	2	41
Level 1 on statewide Math assessment		5	3		7	5	6	2	12	40
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	1	2	0	0	0	0	0	0	0	3
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2026-27

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	2	3	2	5	4	2	2	2	22

Current Year 2026-27

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

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

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	38	37	36	35	31	42	44	45	46	354
Absent 10% or more school days	8	13	9	19	8	13	15	8	6	99
One or more suspensions				2		1	7	4	2	16
Course failure in English Language Arts (ELA)						1	1			2
Course failure in Math						2				2
Level 1 on statewide ELA assessment	8	14	12	7	1	6	12	7	13	80
Level 1 on statewide Math assessment	12	12	8	8	2	5	15	4	17	83
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	1			10						11
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	4	8	4	6	1	6	9	2	5	45

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

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

2. Grades 9-12 (optional)

Current Year (2026-27)

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
School Enrollment					0
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Current Year (2026-27)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days	[]	[]	[]	[]	0
One or more suspensions	[]	[]	[]	[]	0
Course failure in English Language Arts (ELA)	[]	[]	[]	[]	0
Course failure in Math	[]	[]	[]	[]	0
Level 1 on statewide ELA assessment	[]	[]	[]	[]	0
Level 1 on statewide Algebra assessment	[]	[]	[]	[]	0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	3	4	7	9	23

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	[]	[]	[]	[]	0
Students retained two or more times	[]	[]	[]	[]	0

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

A. ESSA School, District, State Comparison

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

Data for 2025-26 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	55	43	64	57	40	61	50	32	58
Grade 3 ELA Achievement	55	51	64	51	47	62	60	45	59
ELA Learning Gains	53	51	62	61	54	61	56	46	59
ELA Lowest 25th Percentile	46	52	55	53	60	55	58	49	54
Math Achievement*	51	47	64	49	42	62	44	37	59
Math Learning Gains	48	53	61	57	54	60	51	50	61
Math Lowest 25th Percentile	45	55	52	62	56	53	54	55	56
Science Achievement	51	39	60	42	33	57	26	21	54
Social Studies Achievement*	76	54	77	60	55	74	48	45	72
Graduation Rate	100	87	77	100	86	72	91	63	71
Middle School Acceleration	65	72	79	79	60	75	57	48	71
College and Career Acceleration	100	84	61	76	62	56	95	89	54
Progress of ELLs in Achieving English Language Proficiency (ELP)					43	61		57	59

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

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

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

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

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	62%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	745
Total Components for the FPPI	12
Percent Tested	100%
Graduation Rate	100%

ESSA OVERALL FPPI HISTORY						
2025-26	**2024-25**	**2023-24**	**2022-23**	**2021-22**	**2020-21****	**2019-20***
62%	62%	59%	57%	56%	51%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	38%	Yes	1	
English Language Learners	58%	No		
Black/African American Students	60%	No		
Hispanic Students	67%	No		
Economically Disadvantaged Students	57%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	55%	55%	53%	46%	51%	48%	45%	51%	76%	65%	100%	100%	
Students With Disabilities	33%		31%		35%	53%							
English Language Learners	61%		47%	40%	58%	53%		62%		82%			
Black/African American Students	50%	46%	54%	49%	47%	46%	46%	45%	78%	55%	100%	100%	
Hispanic Students	65%	75%	50%	37%	60%	53%	42%	60%	79%	86%	100%	100%	
Economically Disadvantaged Students	50%	54%	44%	28%	48%	45%	40%	39%	78%	61%	100%	100%	

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	57%	51%	61%	53%	49%	57%	62%	42%	60%	79%	100%	76%	59%
Students With Disabilities	32%		57%		33%	77%							
English Language Learners	55%		64%	61%	53%	61%	62%	42%	80%				59%
Black/African American Students	55%	50%	56%	47%	45%	53%	64%	40%	55%	80%	100%	75%	
Hispanic Students	59%	55%	66%	60%	55%	63%	59%	39%	69%		100%	77%	58%
Economically Disadvantaged Students	54%	48%	59%	55%	46%	57%	62%	37%	59%	88%	100%	77%	59%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	50%	60%	56%	58%	44%	51%	54%	26%	48%	57%	91%	95%	74%
Students With Disabilities	33%		50%		14%	38%							
English Language Learners	49%		55%	41%	48%	53%	40%	36%					74%
Black/African American Students	47%	50%	56%	64%	39%	49%	57%	14%	53%	27%	88%	93%	
Hispanic Students	54%		56%	45%	51%	51%	40%	45%	36%		100%	100%	73%
Economically Disadvantaged Students	48%	64%	55%	60%	40%	49%	52%	26%	45%	56%	94%	94%	75%

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

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

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

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	55%	43%	12%	60%	-5%
ELA	4	44%	41%	3%	60%	-16%
ELA	5	43%	34%	9%	61%	-18%
ELA	6	67%	40%	27%	62%	5%
ELA	7	63%	40%	23%	62%	1%
ELA	8	48%	40%	8%	60%	-12%
ELA	9	54%	38%	16%	60%	-6%
ELA	10	65%	44%	21%	61%	4%
Math	3	70%	61%	9%	66%	4%
Math	4	62%	48%	14%	65%	-3%
Math	5	51%	38%	13%	62%	-11%
Math	6	78%	47%	31%	60%	18%
Math	7	49%	48%	1%	53%	-4%
Science	5	38%	27%	11%	60%	-22%
Civics	7	77%	58%	19%	77%	0%
Biology	8	61%	74%	-13%	91%	-30%
Algebra	8	41%	67%	-26%	84%	-43%
Algebra	9	26%	27%	-1%	41%	-15%
Geometry	9	23%	33%	-10%	75%	-52%
Geometry	10	18%	22%	-4%	40%	-22%
Algebra	10	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Geometry	12	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				

III. Planning for Improvement

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

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

Most Improvement

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

The data component that showed the highest improvement was Middle School Acceleration. The school took a a particular interest in ensuring that more students received certifications in Middle School.

Lowest Performance

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

The data point with the lowest performance was Science. The school has historically performed low in this area.

Greatest Decline

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

The data component that showed the greatest decline from the previous year was high school acceleration. Students did not complete CTE certifications after middle school, and not enough students who were not dual enrolled completed the alternate course for acceleration points.

Greatest Gap

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

The area that had the largest gap from the state average was Math Proficiency. This was likely related to instructional changes that took place at the end of the school year, as well as the decision to place 100% of 8th grade students in Algebra 1, regardless of 7th grade Math performance.

EWS Areas of Concern

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

One potential area of concern is the number of students experiencing excessive absenteeism during the 2025-2026 school year.

Highest Priorities

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

1. Science Proficiency
2. Math Achievement
3. ELA Grade 3
4. ELA Low 25%

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

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

Area of Focus #1

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

Students with Disabilities have not made adequate progress in the 2025-2026 school year. For this reason, CACS is listed as a school in need of additional Tiers of Support (ATSI). 10% of the student population is identified as SWD, and there are structures in place to address their needs (during Tier 1, Tier 2, and Tier 3 instruction)

Measurable Outcome

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

Last year, SWD only earned 38% of the potential points.
This year, SWD at grade levels 3-10 will earn at least 50% of the potential points.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The students identified as SWD will be provided with Tier 3 support from Reading and Math Interventionists.

Students will complete monthly STAR assessments to track their progress.

Person responsible for monitoring outcome

Shaikia Bonner, Tyeise Canidate - Assistant Principals

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
- iReady Teacher Toolbox (Small Group Lessons provided by subject-area interventionist) Standards Based Lessons will be Graded Weekly - Florida Advantage Live Tutoring Sessions Tutors will provide weekly assessments.

Rationale:
The intervention directly addresses the identified achievement and growth gaps by strengthening Tier 1 instruction while increasing the precision, intensity, and monitoring of support for students with prerequisite-skill deficits and students not making adequate annual growth.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

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

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Implement six-week mathematics standards cycles with shared priority standards, common assessments, student-work protocols, and reteaching plans for each grade/course.

Person Monitoring:
Math Coach, APs

By When/Frequency:
Quarterly Reviews

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Pacing guides, PLC agendas, common assessments, item analysis, reteaching plans, walkthrough data, grade/course results

Action Step #2
Create and maintain target-student groups for L25, Level 1/2, SWD, ELL, Grade 5, Algebra 1, and Geometry; provide scheduled intervention/tutoring with biweekly progress monitoring.

Person Monitoring:
Math Coach

By When/Frequency:
Bi Weekly Monitoring

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Rosters, schedules, attendance, intervention plans, progress graphs, IEP/SDI evidence, student movement between tiers

Action Step #3
Implement a Grade 5 and secondary mathematics pathway plan that addresses prerequisite skills, EOC readiness, acceleration placement, course recovery, and family/student data conferences.

Person Monitoring:
Principal/Secondary AP/Guidance/Math Coach

By When/Frequency:
Monthly Review

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Diagnostic results, benchmark data, student conferences, course placement, EOC practice data, MSA status, family communication

Area of Focus #2

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

Using 2025-26 data as the baseline, Crossroad Academy will improve ELA achievement and annual reading growth across grades 3-10, with particular emphasis on the lowest quartile, Students with Disabilities, English Language Learners, economically disadvantaged students, Grades 4-5, Grade 8, and Grade 3 proficiency. Official results show ELA Achievement at 55%, Grade 3 ELA Achievement at 55%, ELA Learning Gains at 53%, and ELA Lowest 25% Learning Gains at 46%. Local data identify Grade 4 ELA achievement at 44% with 0% lowest-quartile gains among five students; Grade 5 ELA achievement at 43% with 39% learning gains; and Grade 8 achievement at 48% with 42% lowest-quartile gains. Grade 5 Science achievement at 38% also indicates a need for stronger cross-content vocabulary, comprehension, evidence use, and writing from sources.

Measurable Outcome

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

By the end of 2026-27, Crossroad Academy will increase ELA Achievement from 55% to at least 62%, Grade 3 ELA Achievement from 55% to at least 65%, ELA Learning Gains from 53% to at least 62%, and ELA Lowest 25% Learning Gains from 46% to at least 60%. Grade 4 and Grade 5 ELA achievement will each increase to at least 55%, and Grade 5 Science achievement will increase from approximately 38% to at least 50%. ELA progress for Students with Disabilities, English Language Learners, and economically disadvantaged students will be reviewed separately at every data cycle.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Implementation will be monitored through weekly review of standards-aligned lesson plans, coaching and observation evidence, common planning products, intervention schedules, text-complexity and writing tasks, accommodation/SDI evidence, and student work. Impact will be reviewed at least every six weeks through common assessments, FAST progress monitoring, diagnostic reading data, writing samples, science/common content assessments, intervention progress measures, and disaggregated

grade/subgroup reports. The leadership team will maintain target-student rosters for Grade 3, Grades 4-5, Grade 8, the lowest quartile, Level 1/2 students, SWD, ELL, and students with substantial reading deficiencies.

Person responsible for monitoring outcome
[Principal]; [Elementary AP]; [Secondary AP]; [Reading/ELA Coach]; [ESE/MTSS Coordinator]; [Grade 5/Science Lead]; [Testing/Data Coordinator]

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
A schoolwide literacy improvement cycle combining explicit comprehension and vocabulary instruction, systematic use of complex text, evidence-based discussion and writing, common formative assessment, targeted small-group intervention, progress monitoring, and specially designed instruction/language supports for SWD and ELL students.

Rationale:
The intervention addresses both ELA accountability components and cross-content performance by improving students' ability to comprehend, discuss, and write about grade-level text while providing additional intensity for students below grade level.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

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

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Common Tasks and Work Analysis

Person Monitoring:	**By When/Frequency:**
[ELA Coach/APs]	Quarterly Reviews

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Implement six-week ELA standards cycles with common texts/tasks, formative assessments, student-work analysis, and reteaching plans, prioritizing Grades 3-5 and Grade 8.

Action Step #2
ELA Interventions and Progress Monitoring

Person Monitoring:	**By When/Frequency:**
Provide scheduled reading intervention and	Bi Weekly

progress monitoring for L25, Level 1/2, SWD, ELL, substantial reading deficiency, and students not meeting growth expectations. [ELA Coach/ESE Coordinator/Teachers] Rosters by [date]; intervention 3-5 times weekly; monitor biweekly Diagnostic data, intervention plans, attendance, progress-monitoring graphs, SDI/language-support evidence, tier movement

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Provide scheduled reading intervention and progress monitoring for L25, Level 1/2, SWD, ELL, substantial reading deficiency, and students not meeting growth expectations.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

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

Crossroad Academy will strengthen its schoolwide attendance, early warning, and MTSS system to reduce chronic absenteeism and prevent academic, behavioral, and engagement risks from compounding. In 2025-26, 99 of 354 K-8 students were absent 10% or more of the school year; 45 K-8 students had two or more early warning indicators; and 23 high school students had two or more indicators. High numbers of Level 1 students in ELA and mathematics further demonstrate the need to connect attendance, intervention participation, course performance, behavior, and student support. Consistent access to instruction is essential to improving learning gains and closing subgroup gaps.

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

By the end of 2026-27, reduce K-8 chronic absenteeism from 99 students to 70 or fewer; reduce K-8 students with two or more indicators from 45 to 30 or fewer; reduce high school students with two or more indicators from 23 to 15 or fewer; and ensure that 100% of students with two or more indicators have a documented, monitored student success/MTSS plan.

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

The EWS/MTSS team will review attendance, behavior, course grades, assessment levels, intervention participation, and student success plans weekly. Grade-level trends and subgroup patterns will be reviewed monthly. The School Advisory Council and governing board will receive periodic progress updates. Students not responding to Tier 1 or Tier 2 support will receive intensified intervention, family problem-solving, counseling/mentoring, and individualized attendance or academic plans.

Person responsible for monitoring outcome
[Principal]; [Dean/Attendance Lead]; [Guidance Counselor]; [ESE/MTSS Coordinator]; [Data Coordinator]; [Mental Health Counselor]

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
A multi-tiered attendance and early warning system using universal expectations and recognition, early outreach, problem-solving conferences, mentoring/check-in supports, academic intervention, individualized student success plans, and coordinated school-family-community supports.

Rationale:

Tier of Evidence-based Intervention:

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

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Weekly EWS Meetings

Person Monitoring:	By When/Frequency:
1. Conduct a weekly EWS/MTSS meeting using a shared dashboard that combines attendance, behavior, course performance, assessment level, and intervention participation. [Attendance Lead/ MTSS Coordinator] Begin first week; weekly Dashboard, meeting agenda/minutes, student assignments to tiers, follow-up logs	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Conduct a weekly EWS/MTSS meeting using a shared dashboard that combines attendance, behavior, course performance, assessment level, and intervention participation.

Action Step #2

Tiered Attendance Outreach

Person Monitoring:
[Dean/Guidance/Data Staff]

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Implement tiered attendance outreach at defined thresholds (for example 5%, 8%, and 10% absence rates), including same-day contact, conferences, mentoring, and individualized attendance plans.

Action Step #3
Student Success Plan

Person Monitoring:
[Counselor/MTSS Team]

By When/Frequency:
Quarterly Reviews

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Develop and monitor a student success plan for every student with two or more indicators, linking academic intervention, attendance, behavior, mental health, and family supports.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

Crossroad Academy will make the approved SIP and applicable schoolwide program information publicly available on the school website at mycacs.com The school will communicate the plan and progress through School Advisory Council meetings, governing board meetings, staff meetings, parent/family meetings, school messaging platforms, newsletters, and the school website. Information will be provided in accessible formats and, to the extent practicable, in languages and wording families can understand. The school will share progress at least quarterly, including implementation status, student outcome trends, and any plan revisions. Copies or translated summaries will be made available upon request.

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

Crossroad Academy will build positive relationships through regular two-way communication, family data conferences, academic and attendance outreach, parent workshops, School Advisory Council participation, student showcases, community partnerships, and opportunities for families to provide feedback. Families of students receiving intervention or identified through EWS will receive timely

information regarding current performance, supports, progress, and next steps. The school's Parent and Family Engagement Plan will be available at the Gadsden County School District Website. Family feedback will be reviewed by the leadership team and used to improve communication, intervention access, attendance supports, and academic

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

The school will strengthen the academic program through the mathematics and ELA Areas of Focus, with additional emphasis on Students with Disabilities, Grade 5 cross-content performance, Algebra 1, Geometry, acceleration, and lowest-quartile growth. The school will protect core instructional time; implement standards-based common planning and assessment cycles; provide targeted intervention, tutoring, and specially designed instruction; use coaching and professional learning to strengthen Tier 1 instruction; and monitor grade, course, quartile, and subgroup outcomes every six weeks. Enrichment, advanced coursework, acceleration, industry certification, dual enrollment, and college/career supports will remain available so that improvement efforts expand both remediation and opportunity.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

The SIP will be coordinated with Title I, IDEA/ESE, mental health, safe schools, career and technical education, early childhood/VPK, nutrition, attendance, counseling, and community-partner services. The leadership team will review funding, staffing, schedules, intervention access, and professional learning to reduce duplication and ensure that resources are aligned to the identified needs. Coordination will occur through the school leadership team, MTSS/EWS meetings, School Advisory Council, governing board oversight, and collaboration with the district/authorizer and community partners. The school will document how each funded activity supports the measurable outcomes and target populations in this plan.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Crossroad Academy will provide school-based counseling, mental health support, mentoring, behavior intervention, attendance support, crisis response, and referrals to community resources. These services will be coordinated through MTSS and EWS so that students with academic, attendance, behavioral, or social-emotional needs receive integrated support. The school will monitor service access, student engagement, attendance, behavior, and academic progress while protecting student privacy and limiting information sharing to personnel with a legitimate educational interest.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

The school will maintain a K-12 college and career readiness continuum that includes academic advisement, graduation checks, acceleration planning, industry certification, career and technical education, dual enrollment awareness/access, financial aid and scholarship information, career exploration, and individualized postsecondary transition planning. The guidance counselor and CTE/ acceleration lead will monitor participation, completion, subgroup access, and accurate reporting while sustaining the 100% College and Career Acceleration result and 100% graduation rate.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

The school will use a multi-tiered framework to establish clear expectations, teach and reinforce positive behavior, identify concerns early, and provide increasingly intensive supports. Universal supports will include consistent routines, relationship-building, engagement, attendance expectations, and positive recognition. Targeted and intensive supports may include check-in/check-out, mentoring,

restorative problem solving, counseling, behavior plans, attendance plans, academic intervention, and coordinated family meetings. Services for students with disabilities will be aligned with IDEA, IEPs, functional behavior assessment/behavior intervention planning when applicable, and procedural safeguards.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Professional learning will be job-embedded and directly aligned to the Areas of Focus. Priority topics will include standards-based planning, formative assessment, student-work analysis, explicit mathematics and literacy instruction, intervention design, progress monitoring, EOC readiness, Grade 5 science literacy, specially designed instruction, accommodations, co-planning, ELL supports, and data-informed MTSS. Coaches and administrators will provide modeling, observation, feedback, collaborative planning, and follow-up. The school will monitor professional learning through attendance, implementation evidence, coaching records, walkthrough data, teacher products, and changes in student outcomes.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

Crossroad Academy will support the transition from preschool/VPK to kindergarten through family orientation, student visits, records and screening review, communication with early learning providers, readiness activities, and early identification of academic, language, developmental, or support needs. Kindergarten staff and early learning personnel will collaborate on transition information while complying with student privacy requirements. Families will receive information regarding school routines, attendance, literacy/numeracy readiness, available services, and ways to support learning at home.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

If identified for ATSI, TSI, or CSI, Crossroad Academy will collaborate with the district/authorizer and governing board to conduct a resource review aligned to the needs assessment. The review will examine staffing assignments, certification and expertise, scheduling, class size, intervention access, instructional materials, technology, professional learning, ESE/ELL services, attendance and mental health supports, acceleration opportunities, and the distribution of federal, state, local, and charter resources. The team will compare resource allocation with grade/course/subgroup needs, identify inequities or gaps, and document changes required to improve access and outcomes. Progress will be reviewed quarterly and adjusted based on implementation and student data.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

Priority resources may include mathematics and reading intervention personnel/tutors; protected coaching and common-planning time; diagnostic and progress-monitoring tools; evidence-based instructional materials; Grade 5 science resources; Algebra 1 and Geometry intervention/EOC supports; ESE co-planning and specially designed instruction support; attendance/EWS staffing and systems; professional learning; and family engagement resources. For each selected resource, the final plan will specify the baseline need, target students, funding source, responsible person, implementation date, monitoring evidence, and measurable outcome.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply. **No**

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

Gadsden County Schools

GADSDEN COUNTY HIGH SCHOOL



2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2

C. Demographic Data 8

D. Early Warning Systems 9

II. Needs Assessment/Data Review 12

A. ESSA School, District, State Comparison 13

B. ESSA School-Level Data Review 14

C. ESSA Subgroup Data Review 15

D. Accountability Components by Subgroup 16

E. Grade Level Data Review 19

III. Planning for Improvement 20

IV. Positive Learning Environment 32

V. Title I Requirements (optional) 35

VI. ATSI, TSI and CSI Resource Review 46

VII. Budget to Support Areas of Focus 48

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state’s graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Gadsden County High School, in partnership with community stakeholders, will provide world class customer service, a safe environment, and a positive school culture. The core curriculum will be diverse, standards aligned and relevant, all while considering the various learning styles of all students. We have one guiding principle: "Restoring Academic Excellence and Pride."

Provide the school's vision statement

Gadsden County High School empowers all students to succeed by pursuing early college, armed forces, or technical education opportunities by providing standards-aligned, engaging instruction.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Pamela Jones

jonesp@gcpsmail.com

Position Title

Principal

Job Duties and Responsibilities

The School Principal will drive improvement by shaping a shared academic vision, enhancing instructional quality through regular teacher evaluations, and managing data and resources strategically. My duties include fostering a safe, collaborative school culture and cultivating leadership among staff to maximize student achievement.

Leadership Team Member #2

Employee's Name
Cleanita Wiggins

wigginsc@gcpsmail.com

Position Title
Assistant Principal

Job Duties and Responsibilities

The Assistant Principal will drive school improvement by shifting from strictly managing discipline to acting as an instructional leader. Her primary duties include coaching teachers, conducting data-driven evaluations, implementing curriculum initiatives, shaping school culture, and managing daily operations to ensure a safe, supportive learning environment.

Leadership Team Member #3

Employee's Name
Jonathan Wilson

wilsonj@gcpsmail.com

Position Title
Assistant Principal

Job Duties and Responsibilities

The Assistant Principal will drive school improvement by shifting from strictly managing discipline to acting as an instructional leader. Her primary duties include coaching teachers, conducting data-driven evaluations, implementing curriculum initiatives, shaping school culture, and managing daily operations to ensure a safe, supportive learning environment.

Leadership Team Member #4

Employee's Name
Beverly Faxon-Burnett

faxonburnettbev@gcpsmail.com

Position Title
Dean

Job Duties and Responsibilities

The Dean's role in school improvement centers on bridging the gap between student culture and academic achievement. She will lead targeted behavioral interventions, analyze data to improve

campus culture, and guide professional development to ensure a safe, structured environment where all students can thrive.

Leadership Team Member #5

Employee's Name
Dr. Lawrence Brown

brownlawrence@gcpsmail.com

Position Title
Resource Teacher- Dual Enrollment

Job Duties and Responsibilities

The Dual Enrollment Teacher drives school improvement by increasing rigor, raising graduation rates, and providing equitable access to college credits. Specific duties that support these school improvement goals include: promoting academic rigor & expectations, college & career readiness coaching, data-driven decision making, and enhancing collaborative partnerships.

Leadership Team Member #6

Employee's Name
Daryl Wymes

wymesdar@gcpsmail.com

Position Title
Math Teacher

Job Duties and Responsibilities

The Teachers are the primary drivers of school improvement. Their duties include analyzing student data to adjust instruction, collaborating in Professional Learning Communities (PLCs), implementing evidence-based curricula, mentoring peers, and maintaining inclusive classroom environments. These actions directly elevate student achievement and overall campus performance.

Leadership Team Member #7

Employee's Name
Tomeka Lightfoot

lightfoott@gcpsmail.com

Position Title
Reaching Coach

Job Duties and Responsibilities

The Reading Coach drives school improvement by building teacher capacity. Her primary duties include analyzing literacy data, leading job-embedded coaching cycles (co-planning, modeling, and co-teaching), facilitating targeted professional development, and guiding the implementation of evidence-based reading curricula.

Leadership Team Member #8

Employee's Name
Deandrea Joseph

josephd@gcpsmail.com

Position Title
Science Teacher

Job Duties and Responsibilities

The Teachers are the primary drivers of school improvement. Their duties include analyzing student data to adjust instruction, collaborating in Professional Learning Communities (PLCs), implementing evidence-based curricula, mentoring peers, and maintaining inclusive classroom environments. These actions directly elevate student achievement and overall campus performance.

Leadership Team Member #9

Employee's Name
Ronald Bork

borkron@gcpsmail.com

Position Title
Social Studies Teacher

Job Duties and Responsibilities

The Teachers are the primary drivers of school improvement. Their duties include analyzing student data to adjust instruction, collaborating in Professional Learning Communities (PLCs), implementing evidence-based curricula, mentoring peers, and maintaining inclusive classroom environments. These actions directly elevate student achievement and overall campus performance.

Leadership Team Member #10

Employee's Name
Alesia Grimsley

grimsleya@gcpsmail.com

Position Title
CTE Teacher

Job Duties and Responsibilities

The Teachers are the primary drivers of school improvement. Their duties include analyzing student data to adjust instruction, collaborating in Professional Learning Communities (PLCs), implementing evidence-based curricula, mentoring peers, and maintaining inclusive classroom environments. These actions directly elevate student achievement and overall campus performance.

Leadership Team Member #11

Employee's Name
Onyx Franklin

franklino@gcpamil.com

Position Title
HOPE Teacher

Job Duties and Responsibilities

The Teachers are the primary drivers of school improvement. Their duties include analyzing student data to adjust instruction, collaborating in Professional Learning Communities (PLCs), implementing evidence-based curricula, mentoring peers, and maintaining inclusive classroom environments. These actions directly elevate student achievement and overall campus performance.

Leadership Team Member #12

Employee's Name
Valeria Gray

grayv@gcpsmail.com

Position Title
ESE Teacher

Job Duties and Responsibilities

The Teachers are the primary drivers of school improvement. Their duties include analyzing student data to adjust instruction, collaborating in Professional Learning Communities (PLCs), implementing evidence-based curricula, mentoring peers, and maintaining inclusive classroom environments. These actions directly elevate student achievement and overall campus performance.

2. Stakeholder Involvement

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 (20 U.S.C. §

6314(b)(2), ESEA Section 1114(b)(2).

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

Stakeholders meet throughout the year to provide input on school improvement through planning, execution, and monitoring of school initiatives. They assist in ensuring the strategies meet the specific needs of the school community, which leads to stronger buy-in, improved campus culture, and better achievement for students.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The SIP will be regularly monitored to ensure the school is in alignment to meet goals. The School Leadership Team will meet after each district and state assessments to analyze data and develop a plan based on the analysis. They will meet with their individual teams to execute the plan devised from leadership. Each team will meet weekly during PLC to collaborate and evaluate the plans set forth. Bi-weekly, the teams will analyze local data to determine areas of strength and weakness. The teams will determine the symptoms, conduct a Root Cause Analysis, and high leverage system that is impacting growth.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**SENIOR HIGH** **9-12**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 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 **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2025-26:** **2024-25:** **2023-24: C** **2022-23: C** **2021-22: C**

D. Early Warning Systems

1. Grades K-8

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

2. Grades 9-12 (optional)

Current Year (2026-27)

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
School Enrollment	218	228	225	221	892
Absent 10% or more school days	65	70	71	86	292
One or more suspensions	15	15	10	6	46
Course failure in English Language Arts (ELA)	0	17	10	10	37
Course failure in Math	0	17	4	18	39
Level 1 on statewide ELA assessment	48	64	69	75	256
Level 1 on statewide Algebra assessment	48	54	47	64	213

Current Year (2026-27)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	35	46	39	57	177

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

Prior Year (2025-26) As Last Reported (pre-populated)

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

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

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

A. ESSA School, District, State Comparison

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

Data for 2025-26 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*		40	62		34	59	31	32	55
Grade 3 ELA Achievement									
ELA Learning Gains		57	59		42	58	43	42	57
ELA Lowest 25th Percentile		69	55		48	56	43	42	55
Math Achievement*		32	52		19	49	21	21	45
Math Learning Gains		38	45		29	47	35	35	47
Math Lowest 25th Percentile		63	44		41	49	52	51	49
Science Achievement		53	74		35	72	51	59	68
Social Studies Achievement*		57	76		87	75	84	95	71
Graduation Rate		80	94		72	92	76	76	90
Middle School Acceleration									
College and Career Acceleration		43	74		41	69	52	52	67
Progress of ELLs in Achieving English Language Proficiency (ELP)					39	52		32	49

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

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

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

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

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	50%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	504
Total Components for the FPPI	10
Percent Tested	93%
Graduation Rate	80%

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
50%	44%	47%	48%	43%	32%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	50%	No		
English Language Learners	50%	No		
Black/African American Students	49%	No		
Hispanic Students	55%	No		
White Students	41%	No		
Economically Disadvantaged Students	50%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	39%		57%	68%	30%	39%	54%	47%	47%		80%	43%	
Students With Disabilities	33%		59%	69%	29%	50%	70%	43%	42%		82%	19%	
English Language Learners	39%		59%	67%	26%	42%	62%	33%	65%		65%	43%	
Black/African American Students	37%		54%	66%	30%	37%	51%	48%	39%		87%	40%	
Hispanic Students	41%		61%	67%	37%	44%	64%	45%	68%		72%	53%	
White Students	36%										45%		
Economically Disadvantaged Students	40%		56%	66%	30%	40%	53%	41%	48%		82%	43%	

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	33%		42%	49%	17%	29%	45%	35%	79%		72%	41%	39%
Students With Disabilities	21%		40%	49%	25%	32%	38%	33%			75%	20%	
English Language Learners	32%		43%	50%	24%	27%	42%	37%	100%		60%	48%	39%
Native American Students	43%		36%		40%	30%							
Black/African American Students	35%		43%	52%	18%	29%	46%	32%	73%		77%	38%	
Hispanic Students	32%		43%	45%	22%	27%	44%	37%	94%		61%	49%	41%
White Students	38%		25%		8%	36%							
Economically Disadvantaged Students	34%		41%	49%	20%	29%	46%	34%	81%		75%	41%	37%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	31%		43%	43%	21%	35%	52%	51%	84%		76%	52%	32%
Students With Disabilities	14%		38%	37%	11%	31%	43%				77%	28%	
English Language Learners	31%		37%	35%	17%	22%			92%		62%	67%	32%
Native American Students	33%		31%		36%								
Black/African American Students	29%		43%	42%	22%	39%	54%	49%	79%		80%	49%	
Hispanic Students	36%		39%	38%	16%	24%	33%		94%		68%	60%	29%
White Students	50%		59%		13%								
Economically Disadvantaged Students	30%		42%	44%	20%	36%	52%	50%	83%		79%	53%	

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

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

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

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	9	36%	38%	-2%	60%	-24%
ELA	10	41%	44%	-3%	61%	-20%
Biology	10	44%	39%	5%	60%	-16%
Biology	11	10%	15%	-5%	52%	-42%
Algebra	9	28%	27%	1%	41%	-13%
Geometry	9	50%	33%	17%	75%	-25%
Geometry	10	24%	22%	2%	40%	-16%
Geometry	11	18%	13%	5%	26%	-8%
History	11	57%	53%	4%	75%	-18%
Biology	9	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Biology	12	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Algebra	10	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Algebra	11	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Algebra	12	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Geometry	12	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
History	10	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
History	12	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				

III. Planning for Improvement

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

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

Most Improvement

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

Our students showed the most growth in Science Achievement. During the 2025 PM3 assessment, 35% of our students scored at or above gravel-level on the Biology EOC. This past year (2026), 47% of our students were at or above grade-level on that assessment. This 12% increase was the highest increase for all achievement components.

This past year, our teachers met in PLC to discuss Best Practices and resource/standard alignment. The teacher had tremendous buy-in from her students. Her expectations were clear and the students understood the importance of them passing the assessment. She spoke to them about their performance data on a regular basis, which provided them with ownership in the learning.

Lowest Performance

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

Although there was an 11% increase in achievement, our Math Achievement performance was the lowest. Only 30% of the students scored at or above grade-level on the 2026 PM3 Algebra 1 and Geometry assessments. The previous year (2025), 19% were at or above achievement on the same assessments.

One of the factors that contributed to the low performance was the change in instructors that occurred mid-year. The Algebra Teacher resigned and was replaced, and the Geometry teacher was switched. The new teachers did not have a year of instructional time with the students, therefore had to ensure they covered the standards that had not been covered.

Greatest Decline

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

The area that showed the greatest decline was US History. In 2025, 87% of our students scored at or above achievement on the US History EOC. This past year (2026), only 47% scored at or above grade-level. This was a 40% decline that greatly impacted our climb to reaching our school

improvement goals.

Oversized classes greatly contributed to this decline. Schedules had to be adjusted mid-year to assist the teacher in this capacity. Teacher inexperience was another factor. Once we reduced the classes, some students had to be scheduled with a teacher who had not taught US History. Therefore, his instructional approach was not at the rigor needed to get students to the high level thinking needed for the assessment.

Greatest Gap

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

The greatest gap occured in the area of Social Studies. The state's average was 76%, while our school's average was 47%. This is a 29% gap between how our students perform compared to their florida peers.

Again, the oversize classes and change of instructor greatly impacted this area. The past two years, our school has experienced a shift in US History teachers. Previously, the school had an instructor who was well versed in the tested components, standards, and the blueprint design. The current instructors are still learning, but are making strides to get our students back on track to high performance.

EWS Areas of Concern

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

1. Attendance
2. Discipline

These two areas directly impact the level of academic performace for our students. If they are not in class, they cannot make steady growth. Daily attendance is the catalyst to improving learning for students. When they receive effective instruction on a consistent basis, it allows the brain cells to make connections that aides in retention of a lesson. When students are not present, the brain tends to create what seems as holes or gaps in learning. When they are absent, they miss critical information that would help them fill the missing spaces. The chances of retention of the lesson taught significantly decreases.

This is the same with discipline. When students misbehave in the learning environment, they are removed. This essentially is equivalent to an absence because the student is missing critical information taught.

This is an area of focus because during the 2025-2026 school year, 572 students attendance rate fell

below the 90% daily attendance expectation- with 270 being freshmen and sophomores who affected our ELA & Math scores for our school grade. There were 290 students who received one or more suspensions- in which 162 were again, freshmen and sophmores.. In order for us to reach our goals for the 2026-2027 school year, we must improve our attendance and discipline with our students.

Highest Priorities

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

1. Increase Math Achievement by 25%.
2. Increase Social Studies Achievement by 20%.
3. Increase ELA Achievement by 15%.
4. Increase Science Achievement by 13%.

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

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

Area of Focus #1

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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

Mathematics has been identified as the school's primary Area of Focus due to consistently low student achievement across all assessed grade levels and tested mathematics courses. Analysis of prior-year assessment data, including state assessment results, progress monitoring data and classroom assessments, revealed that a significant percentage of students performed below grade-level expectations in mathematics. While gains have been observed in other academic areas, mathematics continues to lag behind district and state performance expectations, indicating a critical need for focused improvement.

Low mathematics achievement negatively impacts student learning by limiting the students' ability to master grade-level standards, engage in higher-order problem-solving, and succeed in advanced coursework. Strong mathematical proficiency is essential for success in science, career and technical education, college readiness, and future workforce opportunities. Persistent gaps in foundational mathematical skills also hinder students' confidence and academic growth across multiple content areas.

Measurable Outcome

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

This math area of focus was identified through a comprehensive review of the previous year's data, including Algebra 1 EOC and Geometry EOC assessment results, progress monitoring outcomes, classroom performance trends, and subgroup achievement data. On the Algebra 1 EOC, only 25% of our students scored at or above grade-level. Geometry students performed slightly higher with 27% scoring a level 3 or higher.

The data indicated ongoing deficiencies in proficiency rates, learning gains, and achievement among economically disadvantaged students, students with disabilities, and other identified subgroups.

These findings demonstrated the need for intentional instructional improvements, targeted interventions, consistent progress monitoring, and data-driven decision-making.

By the end of the 2026-2027 school year, 55% of students will score at or above a level 3 on the Algebra 1 EOC and the Geometry EOC. This is a 25% increase from the previous year where only 30% of the students tested were at or above grade-level. In addition, 75% of students will demonstarte learning gains on these math assessments.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

To address this need, the school will prioritize the implementation of standards-aligned instruction, differentiated small-group intervention, frequent formative assessments, collaborative teacher planning, instructional coaching, and continuous monitoring of student progress. These efforts are designed to strengthen mathematical understanding, accelerate learning, and increase overall student achievement, with the ultimate goal of significantly improving mathematics proficiency and learning gains for all students.

Person responsible for monitoring outcome

Cleanita Wiggins

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

To improve student achievement in Algebra 1 and Geometry, Gadsden County High School will implement a comprehensive system of evidence-based instructional practices designed to increase student proficiency, accelerate learning, and improve End-of-Course (EOC) assessment outcomes. These interventions are grounded in research demonstrating the effectiveness of high-quality, standards-aligned instruction, formative assessment, explicit mathematics instruction, collaborative learning, and targeted intervention. 1. Standards-Aligned, Data-Driven Instruction 2. Algebra 1 and Geometry teachers will participate in weekly PLC meetings to: * Analyze student work and assessment results. * Develop common formative assessments. * Plan standards-based lessons. * Share effective instructional strategies. * Identify students requiring additional intervention or enrichment. 3. Frequent Formative Assessment 4. High-Impact Instructional Strategies 5. Intensive EOC Preparation Our teachers will implement the Edmentum program in Algebra 1 & Geometry classes. Algebra 1 and Algebra 1-B classes will also use Acaletics as strong evidence-based instructional resource.

Rationale:

These targeted evidence-based practices will provided a systematic approach to teaching, learning, monitoring, and providing interventions to our students so that they will begin to show steady

progress and leaps to helping us reach our school-wide goals. In addition, these high-powered practices will help our students gain knowledge necessary to take them past high school, to post-secondary plans.

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

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

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Monitoring the Effectiveness of the Intervention

Person Monitoring:
Cleanita Wiggins

By When/Frequency:
Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Implementation and effectiveness of these evidence-based interventions will be monitored through multiple measures to ensure continuous improvement.
Administrators and the department chairperson will:
* Conduct regular classroom walkthroughs using a standards-based instructional look-for tool.
* Review lesson plans to ensure alignment to Florida B.E.S.T. Standards.
* Monitor implementation of small-group intervention and differentiated instruction.
* Analyze common formative assessments, district benchmark assessments, and FAST Progress Monitoring data after each assessment cycle.
* Review Algebra 1 and Geometry EOC readiness data during bi-weekly data meetings.
* Facilitate PLC discussions focused on student progress, instructional adjustments, and intervention effectiveness.
* Conduct student data chats to monitor individual learning goals and growth.
* Track intervention participation and progress for students receiving Tier II and Tier III supports.
Success will be measured by:
* Increased proficiency on district benchmark assessments and common formative assessments.
* Improved FAST Progress Monitoring performance where applicable.
* Increased percentages of students meeting learning gains throughout the school year.
* Improved Algebra 1 and Geometry End-of-Course (EOC) proficiency rates.
* Reduction in the number of students performing below grade-level expectations.
* Increased classroom engagement, attendance in intervention sessions, and successful completion of standards-aligned learning tasks.
The leadership team will review data at least monthly to determine the effectiveness of the interventions, make instructional adjustments, allocate additional resources as needed, and ensure all students are making measurable progress toward proficiency.

Action Step #2
Math Celebrations

Person Monitoring:
Cleanita Wiggins

By When/Frequency:
Quarterly

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

step:
At the end of each quarter, we will celebrate the success of our students through PBIS activities and classroom competitions. The school will monitor the impact by analyzing students growth on bi-weekly and quarterly assessments conducted after the celebrations occur.

Area of Focus #2

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

Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale

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

U.S. History has been identified as a critical Area of Focus based on a significant decline in student achievement during the previous school year. Analysis of assessment data revealed that proficiency rates decreased dramatically from **79% proficient to 47% proficient**, representing a 32-percentage-point decline. This substantial decrease indicates an urgent need to strengthen instruction, improve student mastery of the Florida Benchmarks for Excellent Student Thinking (B.E.S.T.) standards, and increase student performance on the U.S. History End-of-Course (EOC) Assessment.

The decline in U.S. History achievement affects student learning by limiting students' understanding of historical concepts, civic literacy, critical thinking, and analytical skills. Success in U.S. History requires students to analyze primary and secondary sources, evaluate historical evidence, identify cause-and-effect relationships, and construct evidence-based arguments. Weaknesses in these skills not only impact performance on the EOC assessment but also affect students' readiness for postsecondary education and informed civic participation.

Measurable Outcome

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

This area of focus was identified through a comprehensive review of prior-year data, including U.S. History EOC results, classroom assessment data, benchmark assessments, and progress monitoring reports. The data highlighted a sharp decline in overall proficiency, indicating inconsistencies in student mastery of grade-level standards and the need for strengthened instructional practices and increased opportunities for intervention.

By the end of the 2026-2027 school year, 67% of students will score at or above a level 3 on the US History EOC assessment. That is a 20% increase as compared to the previous year's performance where only 47% of students were at or above grade-level.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

To address this need, the school will implement high-quality, standards-aligned instruction; increase the use of document-based questions (DBQs), primary source analysis, and inquiry-based learning; provide targeted interventions for students demonstrating skill deficits; utilize frequent formative assessments to monitor student progress; and engage teachers in collaborative planning and data analysis. These strategies are intended to improve student engagement, strengthen historical thinking skills, and increase proficiency on the U.S. History EOC, with the goal of restoring and exceeding previous levels of student achievement.

Person responsible for monitoring outcome

Cleanita Wiggins

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

To improve student achievement in U.S. History, Gadsden County High School will implement a comprehensive system of evidence-based instructional practices designed to increase student mastery of the Florida B.E.S.T. Social Studies Standards and improve performance on the U.S. History End-of-Course (EOC) Assessment. These interventions are supported by research demonstrating the effectiveness of explicit instruction, inquiry-based learning, formative assessment, document-based instruction, and data-driven decision-making. Evidence-Based Practices/Programs 1. Standards-Aligned, Data-Driven Instruction 2. Document-Based Question (DBQ) and Primary Source Instruction 3. Inquiry-Based Learning and Collaborative Discussion 4. Frequent Formative Assessment 5. Collaborative Professional Learning Communities (PLCs) 6. Intensive U.S. History EOC Preparation

Rationale:

These targeted evidence-based practices will provided a systematic approach to teaching, learning, monitoring, and providing interventions to our students so that they will begin to show steady progress and leaps to helping us reach our school-wide goals. In addition, these high-powered practices will help our students gain knowledge necessary to take them past high school, to post-secondary plans.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3

action steps and the person responsible for each step.

Action Step #1
Monitoring the effectiveness of the intervention

Person Monitoring:
Cleanita Wiggins

By When/Frequency:
Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The implementation and effectiveness of these evidence-based interventions will be monitored continuously through a comprehensive system of instructional oversight and data analysis. Administrators will:
* Conduct regular classroom walkthroughs using instructional look-for tools focused on standards alignment, student engagement, and effective instructional practices.
* Review lesson plans to ensure alignment with Florida B.E.S.T. Social Studies Standards and district pacing guides.
* Monitor the implementation of DBQ instruction, primary source analysis, inquiry-based learning, and differentiated instruction.
* Analyze classroom assessments, benchmark assessments, and common formative assessment data after each instructional cycle.
* Facilitate weekly PLC data meetings to review student performance, identify trends, and adjust instructional strategies.
* Monitor intervention participation and student growth for those receiving Tier II and Tier III supports.
* Conduct student data chats to monitor academic goals and promote student ownership of learning.
Success will be measured by:
* Increased proficiency on classroom and district benchmark assessments.
* Improved performance on common formative assessments aligned to EOC benchmarks.
* Increased student proficiency in historical analysis, evidence-based writing, and document interpretation.
* Improved U.S. History End-of-Course (EOC) assessment proficiency rates.
* Increased learning gains across all student subgroups.
* Reduction in the percentage of students scoring below proficiency on standards-aligned assessments.
The school leadership team will review progress monthly to evaluate the effectiveness of the interventions, make data-informed instructional adjustments, provide additional support where needed, and ensure continuous progress toward increasing U.S. History achievement and restoring proficiency levels.

Action Step #2
US History Celebrations

Person Monitoring:
Cleanita Wiggins

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
At the end of each quarter, we will celebrate the success of our students through PBIS activities and classroom competitions. The school will monitor the impact by analyzing students growth on bi-weekly and quarterly assessments conducted after the celebrations occur.

Area of Focus #3

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

Graduation/Acceleration specifically relating to Acceleration

Area of Focus Description and Rationale

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

Career Acceleration has been identified as an Area of Focus to increase the number of students who earn industry certifications, dual enrollment credit, advanced coursework credit, and other college and career acceleration opportunities before graduation. Expanding access to and success in career acceleration pathways supports the school's mission of preparing all students for postsecondary education, military service, technical careers, and the workforce.

Career acceleration positively affects student learning by providing rigorous, relevant learning experiences that connect classroom instruction to real-world applications. Students who participate in career and technical education (CTE), dual enrollment, Advanced Placement (AP), or industry certification programs are more likely to demonstrate higher levels of academic engagement, improved attendance, increased graduation rates, and greater readiness for college and careers. These opportunities also help students develop critical thinking, problem-solving, communication, and employability skills while reducing the time and cost required to complete a postsecondary credential.

Measurable Outcome

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

This area of focus was identified through a comprehensive review of prior-year school performance data, including acceleration achievement indicators, industry certification attainment, dual enrollment participation and success rates, AP participation and performance, CTE program completion, and postsecondary readiness data. The analysis indicated that the school's career acceleration outcomes did not meet desired performance goals and that participation and successful completion rates varied across student groups. The data highlighted the need to expand equitable access to acceleration opportunities, strengthen academic supports for participating students, increase student and family awareness of available pathways, and improve student success in earning acceleration credits and industry-recognized credentials.

Because this data lags, the acceleration points have already been determined for the 2026-2027 school grade. Moving forward, Gadsden County High School will ensure each graduating class maximizes accelerated aopportunities available to them.

By the end of the 2026-2027 school year, 63% of the graduating senior class will earn an Acceleration point through CTE program completions, AP participation & performance, Dual Enrollment participation & course success rate, Industry Certification attainment, or postsecondary readiness. This is a 20% increase in the number of students earning an Acceleration point.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

To address this need, the school will increase student recruitment into acceleration pathways, strengthen academic advising and career planning, expand partnerships with postsecondary institutions and business and industry, provide targeted academic supports and intervention for students enrolled in advanced coursework, monitor student progress throughout the school year, and utilize data-driven decision-making to improve participation and performance. These efforts are intended to increase the number of students earning acceleration credits and industry certifications while ensuring that all students graduate prepared for college, careers, military service, and lifelong success.

Person responsible for monitoring outcome

Pamela Jones

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

To increase School Acceleration Points, Gadsden County High School will implement a comprehensive system of evidence-based practices designed to expand student participation and success in acceleration opportunities, including Dual Enrollment, Advanced Placement (AP), Career and Technical Education (CTE) programs leading to industry certifications, Advanced International Certificate of Education (AICE), and articulated acceleration pathways**. These interventions are supported by research demonstrating that access to rigorous coursework, targeted academic support, early advising, and continuous progress monitoring improve student achievement and postsecondary readiness. Evidence-Based Practices/Program 1. Early Identification and Recruitment 2. Individualized Academic and Career Planning 3. Targeted Academic Support 4. High-Quality Instruction 5. College and Career Partnerships 6. Professional Learning Communities (PLCs)

Rationale:

These targeted evidence-based practices will provided a systematic approach to teaching, learning, monitoring, and providing interventions to our students so that they will begin to help us reach our school-wide goals. In addition, these high-powered practices will help our students gain knowledge necessary to take them past high school, to post-secondary plans.

Tier of Evidence-based Intervention:

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

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Monitoring the Effectiveness of the Intervention

Person Monitoring:
Pamela Jones

By When/Frequency:
Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The implementation and effectiveness of these interventions will be monitored throughout the school year using multiple data sources and continuous improvement processes.
School administrators, counselors, instructional coaches, and department leaders will:
* Review acceleration enrollment, participation, and completion data each grading period.
* Monitor student performance in AP, Dual Enrollment, CTE, and industry certification courses.
* Analyze certification exam pass rates, AP exam participation and scores, dual enrollment course completion, and articulated credit attainment.
* Conduct quarterly data meetings to evaluate progress toward school acceleration goals.
* Review Personalized Education and Career Plans to ensure students remain on track for graduation and postsecondary success.
* Monitor tutoring participation, intervention effectiveness, and student attendance in support programs.
* Conduct classroom walkthroughs to ensure rigorous instruction and fidelity to acceleration program requirements.
* Use PLC meetings to review data, adjust instructional supports, and identify students needing additional intervention.
Success will be measured by:
* Increased enrollment in Dual Enrollment, AP, CTE, and other acceleration programs.
* Increased completion rates for acceleration coursework.
* Increased number of students earning industry certifications and postsecondary credits.
* Improved AP exam participation and qualifying scores.
* Increased dual enrollment credit attainment and successful course completion.
* Increased school acceleration points as reflected in the Florida School Accountability System.
* Increased college and career readiness indicators and postsecondary enrollment opportunities for graduating seniors.
The school leadership team will review progress monthly to evaluate the effectiveness of implementation, identify trends, adjust intervention strategies, and ensure continuous improvement toward meeting the school's acceleration goals and increasing overall student achievement.

Action Step #2
Acceleration Celebrations

Person Monitoring:
Pamela Jones

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
At the end of each quarter, we will celebrate the success of our students through PBIS activities,

clubs, and organizations school-wide events. The school will monitor the impact by analyzing students growth through grades, certifications, and exam pass rates.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

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

Student attendance has been identified as a critical Area of Focus because consistent school attendance is directly linked to academic achievement, student engagement, graduation rates, and overall school success. Regular attendance ensures that students receive high-quality, standards-based instruction, participate in collaborative learning experiences, and benefit from interventions and support services. Conversely, chronic absenteeism reduces instructional time, creates learning gaps, lowers academic performance, and increases the risk of course failure, retention, and dropout.

Measurable Outcome

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

A review of the prior year's attendance data revealed that the school experienced a high percentage of students who were chronically absent, resulting in decreased instructional time and negatively impacting student achievement across multiple accountability measures. Analysis of attendance records, course failure rates, discipline data, and state assessment results showed a strong correlation between excessive absences and lower academic performance, particularly among students identified as academically at risk. These findings indicated that improving attendance is essential to increasing student achievement, strengthening school culture, and improving overall school performance.

School-wide Average Daily Attendance (ADA) was less than 90%. See the following by grade-level:
12th | 78%
11th | 78%
10th | 82%
9th | 82%

By the end of the 2026-2027 school year, Gadsden County High School's ADA will improve by 10% for all grades, giving us an overall average of 90%.

Monitoring

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

To address this need, the school will implement a comprehensive attendance improvement plan that includes early identification of at-risk students, ongoing attendance monitoring, family engagement, positive attendance incentives, mentoring, and coordinated support through the school's Multi-Tiered System of Supports (MTSS). School counselors, administrators, teachers, the attendance team, and community partners will collaborate to remove barriers to attendance, strengthen communication with families, and provide timely interventions for students exhibiting attendance concerns.

These efforts are intended to improve daily attendance, reduce chronic absenteeism, increase instructional time, enhance student engagement, improve academic performance, and ensure that all students remain on track to graduate college, career, and life ready.

Person responsible for monitoring outcome

Jonathan Wilson

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

To improve student attendance and reduce chronic absenteeism in grades 9–12, Gadsden County High School will implement a comprehensive, evidence-based attendance improvement system grounded in the Multi-Tiered System of Supports (MTSS). The school will use early identification, family engagement, positive behavior supports, mentoring, and data-driven interventions to increase daily attendance and ensure students remain engaged in learning. Research indicates that early intervention, strong school-family partnerships, and positive attendance initiatives are effective strategies for improving attendance and academic outcomes. Evidence-Based Practices/Programs 1. Multi-Tiered System of Supports (MTSS) for Attendance 2. Early Warning System (EWS) 3. Family Engagement and Communication 4. Attendance Mentoring and Student Support 5. Positive Behavior and Attendance Incentives 6. Student Engagement Strategies 7. Attendance Review Meetings

Rationale:

These targeted evidence-based practices will provided a systematic approach to addressing chronic attendance concerns. With these supports in place, student attendance will improve. In addition, academic performance will improve because students are spending more time in the classroom receiving instruction.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Monitoring the Effectiveness of the Intervention

Person Monitoring:
Jonathan Wilson

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Implementation and effectiveness of the attendance interventions will be monitored continuously through multiple data sources and collaborative review processes.
School administrators, counselors, the attendance specialist, graduation coach, social worker, and MTSS Team will:
* Review daily attendance reports and identify students with emerging attendance concerns.
* Monitor weekly and monthly attendance trends by grade level, subgroup, and individual student.
* Track chronic absenteeism rates and intervention outcomes.
* Review attendance contracts, parent communication logs, and documentation of interventions.
* Analyze correlations between attendance, academic performance, discipline referrals, and course completion.
* Conduct monthly Early Warning System (EWS) and MTSS meetings to evaluate student progress and modify interventions as needed.
* Monitor participation in mentoring, counseling, and attendance incentive programs.
* Share attendance data with teachers during Professional Learning Community (PLC) meetings to support collaborative problem-solving.
Success will be measured by:
* Increased average daily attendance.
* Reduced chronic absenteeism rates.
* Improved attendance among identified at-risk student groups.
* Increased number of students attending 95% or more of school days.
* Improved course completion and credit attainment.
* Increased proficiency on state and district assessments due to greater instructional participation.
* Improved graduation rates and overall school accountability outcomes.
The school leadership team will review attendance data monthly to assess the effectiveness of implementation, evaluate progress toward attendance goals, and make data-informed adjustments to intervention strategies. Continuous monitoring and collaboration with families, teachers, and community partners will ensure that students receive the support necessary to attend school consistently and maximize academic success.

Action Step #2
Attendance Celebrations

Person Monitoring:
Jonathan Wilson

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
At the end of each month, we will celebrate the success of our students through PBIS activities and rewards. The school will monitor the impact by analyzing student attendance rate on a weekly basis.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

Gadsden County High School is committed to ensuring that the School Improvement Plan (SIP), Unified School Improvement Grant (UniSIG) Budget, and Schoolwide Plan (SWP) are communicated effectively to all stakeholders in a transparent and accessible manner. The school will utilize multiple methods of communication to ensure that students, families, faculty, staff, community members, local businesses, and district leaders are informed of the school's goals, improvement strategies, and progress throughout the school year.

The SIP, UniSIG Budget, and SWP will be shared with stakeholders through the following methods:

- Presentation and review during School Advisory Council (SAC) meetings.
- Faculty and staff meetings held throughout the school year.
- District leadership meetings and principal collaboration meetings.
- Parent meetings, Open House, Curriculum Nights, and Title I family engagement events.
- Student leadership meetings and student assemblies, as appropriate.
- School newsletters and parent communications.
- The school's website and the Gadsden County School District website.
- School social media platforms and electronic messaging systems (ParentSquare, email, text notifications, or other district-approved communication platforms).
- Community partnership meetings with local businesses, civic organizations, and higher education partners.

The school leadership team will provide periodic updates on the implementation of the SIP during

SAC meetings, faculty meetings, and district monitoring sessions. Student achievement data, attendance trends, school climate indicators, and progress toward school improvement goals will be reviewed regularly to determine the effectiveness of implemented strategies and to make data-informed adjustments when necessary.

To ensure meaningful family engagement, parents and guardians will receive information in clear, family-friendly language. When practicable, documents and communications will be translated into the primary languages spoken by families within the school community, and interpretation services will be made available during meetings to ensure all families have equitable access to information regarding the school's improvement efforts.

Stakeholder feedback will be solicited throughout the year through surveys, meetings, and advisory committees. Input from parents, students, teachers, staff, community members, and business partners will be considered when reviewing progress and making revisions to the School Improvement Plan.

School Website Where the SIP is Publicly Available:
gchs.gadsdenschools.org

Positive Relationships With Parents, Families and other Community Stakeholders
Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school’s mission, support the needs of students and keep parents informed of their child’s progress.

List the school’s webpage where the school’s Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

Gadsden County High School recognizes that strong partnerships with parents, families, and community stakeholders are essential to fulfilling the school's mission of providing a safe, supportive, and academically focused learning environment where all students are prepared for college, career, military service, and life beyond graduation. The school is committed to creating meaningful opportunities for families and community partners to actively participate in student success and school improvement efforts.

The school will build and maintain positive relationships with parents and families through consistent communication, family engagement activities, and opportunities for collaboration. Parents will receive timely information regarding their child's academic progress, attendance, behavior, graduation status, and available support services through multiple communication platforms, including phone calls, emails, text messaging, newsletters, parent conferences, the school's website, and district-approved

communication systems.

To support student achievement, the school will provide opportunities for families to engage in academic-focused events, including:

- Open House and Meet-the-Teacher events.
- Parent conferences and individual student progress meetings.
- FAFSA, college and career readiness, and scholarship information sessions.
- Curriculum nights and academic support workshops.
- Testing preparation and assessment information sessions.
- Graduation and senior parent meetings.
- Transition activities for rising 9th-grade students and incoming students.
- Family engagement events focused on literacy, mathematics, attendance, and student success.

The school will work collaboratively with parents and families to address barriers that may impact student achievement, including attendance concerns, academic struggles, social-emotional needs, and access to resources. Parents will be encouraged to participate in decision-making through the School Advisory Council (SAC), Title I family engagement activities, surveys, and feedback opportunities. Parent input will be used to evaluate programs, improve school practices, and strengthen the School Improvement Plan.

Gadsden County High School will also continue to develop partnerships with community stakeholders, including local businesses, colleges and universities, military representatives, civic organizations, and workforce partners. These partnerships will provide students with opportunities for career exploration, internships, mentoring, scholarships, college access, industry certifications, and real-world learning experiences aligned with the school's mission and career acceleration goals.

The school will ensure that family engagement opportunities are accessible and inclusive by providing communication in a language and format that families can understand. When needed, translation and interpretation services will be provided to support families with limited English proficiency. Meetings will be scheduled at various times and through multiple formats when possible to increase participation and accessibility.

Progress toward strengthening parent, family, and community partnerships will be monitored through attendance records at family events, parent surveys, stakeholder feedback, participation in SAC meetings, and evidence of increased collaboration between the school and community partners.

School Website Where the Parental Family Engagement Plan (PFEP) is Publicly Available:

gchs.gadsdenschools.org

The PFEP is available on the Gadsden County High School website or through the Gadsden County School District website under the Title I/Family Engagement section.

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Gadsden County High School is committed to strengthening its academic program by providing rigorous, standards-aligned instruction, increasing meaningful learning opportunities, and ensuring that all students have access to an enriched and accelerated curriculum. The school will focus on improving student achievement through intentional instructional practices, data-driven decision-making, targeted interventions, and expanded opportunities that prepare students for college, career, military service, and life beyond graduation.

The school's academic improvement efforts will directly address the identified Areas of Focus outlined in Part II of the School Improvement Plan (SIP), including Mathematics Achievement, U.S. History Achievement, Career Acceleration, and Student Attendance.

To improve student achievement in mathematics and U.S. History, teachers will implement high-quality, standards-based instruction aligned to Florida B.E.S.T. Standards and state assessment expectations. Instruction will emphasize student engagement, critical thinking, problem-solving, academic discourse, and application of content knowledge.

For Algebra 1 and Geometry, the school will strengthen instruction through:

- Data-driven small-group instruction and targeted interventions.
- Increased use of formative assessments to identify learning gaps.
- Collaborative planning through Professional Learning Communities (PLCs).
- Standards-based remediation and enrichment activities.
- EOC preparation focused on priority benchmarks and student learning needs.

For U.S. History, the school will strengthen instruction through:

- Increased use of primary and secondary source analysis.
- Document-Based Questions (DBQs) and evidence-based writing.

- Inquiry-based learning experiences.
- Historical thinking strategies aligned to EOC expectations.
- Targeted intervention for students needing additional support.

The school leadership team will monitor the effectiveness of academic initiatives through classroom walkthroughs, lesson plan reviews, student performance data analysis, and progress monitoring meetings. Adjustments will be made throughout the year to ensure resources, interventions, and instructional practices are effectively improving student outcomes.

Through these efforts, Gadsden County High School will increase student achievement, provide equitable access to rigorous learning experiences, improve graduation readiness, and ensure that every student has the opportunity to succeed academically and pursue a meaningful postsecondary pathway.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Gadsden County High School recognizes that students' academic success is strongly connected to their social-emotional well-being, mental health, sense of belonging, and access to supportive relationships. The school is committed to providing comprehensive counseling, mental health services, mentoring, and specialized support systems that address the whole child and equip students with the skills necessary for personal growth, responsible decision-making, and success beyond the classroom.

The school implements a coordinated system of support through collaboration among school counselors, administrators, teachers, mental health professionals, graduation coaches, community partners, and families. These services are designed to support students' social-emotional development, academic success, attendance, behavior, college and career readiness, and overall wellness.

School counselors provide comprehensive counseling services that support students' academic, personal, social, and career development. The school partners with district Social Workers and community mental health providers to provide students with access to school-based mental health services. The school promotes a safe and supportive environment where students are encouraged to seek assistance and develop healthy coping strategies.

Gadsden County High School recognizes the importance of positive adult relationships in student success. The school provides mentoring opportunities on a weekly basis. Mentors provide encouragement, accountability, goal-setting support, and guidance to help students develop confidence, resilience, leadership skills, and positive decision-making habits.

Students are provided opportunities to develop essential skills needed for success beyond high school. Through Career and Technical Education (CTE), student organizations, internships, service-learning opportunities, and extracurricular activities, students are able to apply these skills in authentic settings.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

Gadsden County High School is committed to preparing all students for successful transitions beyond high school by providing comprehensive college, career, military, and workforce readiness opportunities. The school's mission is to ensure that students graduate prepared to pursue early college opportunities, armed forces pathways, technical education, or meaningful careers through rigorous coursework, career exploration, and real-world learning experiences.

The school provides students with intentional opportunities to explore postsecondary options, develop career readiness skills, earn industry-recognized credentials, and obtain college credit while still in high school. These opportunities support the school's Area of Focus related to Career Acceleration by increasing access to rigorous coursework, career pathways, and acceleration opportunities that strengthen student readiness for life after graduation.

College and Career Planning

School counselors, graduation coaches, administrators, and teachers collaborate to provide students with individualized college and career planning beginning in the early high school years. Students receive support through:

- Individual academic and career planning meetings.
- Development and review of Personalized Education and Career Plans (PECPs).
- Graduation requirement monitoring and credit checks.
- Career interest inventories and career exploration activities.
- College, technical school, military, and workforce pathway guidance.
- Assistance with applications, scholarships, financial aid, and enrollment processes.

Students and families receive ongoing information regarding postsecondary options through parent meetings, college and career events, workshops, newsletters, counseling sessions, and school communication platforms.

Gadsden County High School will continue to increase student access to accelerated coursework and opportunities that allow students to earn postsecondary credit and credentials while in high school. These opportunities include:

- **Dual Enrollment:** Students are provided opportunities to earn college credit through partnerships with local colleges and universities.
- **Advanced Placement (AP) Courses:** Students are encouraged and supported in completing

rigorous coursework and earning potential college credit through AP examinations.
- **Career and Technical Education (CTE) Programs:** Students participate in career-focused programs aligned to workforce demands and industry standards.
- **Industry Certifications:** Students have opportunities to earn recognized credentials that increase employability and provide pathways to further education and career advancement.
- **Work-Based Learning Opportunities:** Students participate in internships, job shadowing, career fairs, and employer-connected learning experiences.

The school will provide academic supports, tutoring, mentoring, and progress monitoring to ensure students enrolled in accelerated programs are successful.

To ensure all students understand available opportunities, the school will provide:
- Postsecondary planning events for students and families.
- College and career readiness workshops.
- FAFSA and scholarship assistance sessions.
- College campus visits and career exploration activities.
- Military and workforce information sessions.
- Senior transition activities focused on enrollment, employment, and career planning.

Through intentional planning, expanded acceleration opportunities, strong community partnerships, and individualized student support, Gadsden County High School will continue to prepare students for successful transitions into college, careers, military service, and lifelong learning.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

Gadsden County High School implements a comprehensive schoolwide Multi-Tiered System of Supports (MTSS) to prevent, identify, and address problem behaviors while providing early intervening services that support the academic, behavioral, and social-emotional needs of all students. The schoolwide tiered model is designed to create a safe, respectful, and supportive learning environment by providing prevention strategies, targeted interventions, and individualized supports based on student needs.

The school's behavioral support system is aligned with the principles of Positive Behavioral Interventions and Supports (PBIS) and is coordinated with services provided through the Individuals with Disabilities Education Act (IDEA) to ensure students with disabilities and other students requiring

additional support receive appropriate interventions and services. The MTSS team collaborates with administrators, teachers, counselors, Exceptional Student Education (ESE) staff, mental health providers, families, and community partners to ensure interventions are timely, data-driven, and responsive to student needs.

Tier I: Universal Prevention and Schoolwide Supports
Tier II: Targeted Early Interventions
Tier III: Intensive Individualized Supports

The school ensures that behavioral interventions are coordinated with IDEA requirements by collaborating with ESE personnel, intervention specialists, and related service providers. Students with disabilities receive supports aligned with their IEPs, while students who may need additional assistance are provided appropriate early intervening services through the MTSS framework.

The school uses data-based decision-making to determine appropriate supports and ensure students receive interventions before behavioral concerns escalate. The MTSS process supports early identification of academic, behavioral, and social-emotional needs while maintaining compliance with federal and state requirements.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Gadsden County High School is committed to providing ongoing, job-embedded professional learning and support for teachers, paraprofessionals, and school personnel to strengthen instructional practices, improve the use of data, and increase student achievement. Professional learning opportunities are aligned with the goals and Areas of Focus identified in the School Improvement Plan (SIP), including Mathematics Achievement, U.S. History Achievement, Career Acceleration, Student Attendance, and overall academic improvement.

The school will implement a comprehensive professional learning plan focused on improving instructional quality, increasing teacher effectiveness, and supporting the recruitment and retention of highly qualified educators, particularly in high-need subject areas.

Professional Learning to Improve Instruction
Teachers and instructional staff will participate in professional learning focused on evidence-based instructional strategies that support rigorous, standards-aligned instruction. Specific attention will be

given to improving instruction in high-need areas, including Algebra 1, Geometry, U.S. History, and other courses impacting school accountability measures.

Professional Learning for Data-Driven Instruction
The school will strengthen teachers' ability to analyze and use student data to improve instruction. Teachers will participate in collaborative data cycles through Professional Learning Communities (PLCs). Teachers will use data protocols to identify students needing additional support and to ensure interventions are timely, targeted, and aligned to student needs.

PLCs will serve as a foundation for continuous instructional improvement. Department chairs, instructional leaders, and administrators will support PLC effectiveness through facilitation, monitoring, and feedback.

Paraprofessionals and support staff will receive professional development focused on:

- Supporting effective classroom instruction.
- Understanding student learning needs and accommodations.
- Implementing positive behavior supports.
- Supporting students through MTSS interventions.
- Assisting teachers with differentiated instruction.
- Maintaining a safe, supportive, and inclusive learning environment.

All school personnel will receive training related to schoolwide priorities, including attendance improvement, student engagement, safety procedures, mental health awareness, and positive school culture.

Gadsden County High School will implement strategies to recruit, support, and retain highly effective teachers, especially in high-need areas. Strategies include:

- Partnering with district human resources, colleges, universities, and educator preparation programs to recruit qualified candidates.
- Providing mentoring and support for new teachers through structured onboarding and coaching.
- Offering opportunities for teacher leadership through PLC facilitation, instructional leadership roles, and professional growth opportunities.
- Providing access to instructional coaching and classroom support.
- Recognizing and celebrating teacher accomplishments and contributions.
- Creating a collaborative school culture focused on professional growth, teamwork, and student success.

Through sustained, job-embedded professional learning and targeted support, Gadsden County High

School will strengthen instructional practices, improve teacher effectiveness, increase student achievement, and build a culture of continuous improvement that supports both educators and students.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

Gadsden County High School collaborates with the Gadsden County School District through a continuous improvement process to ensure that fiscal, human, instructional, and programmatic resources are strategically aligned to meet the identified needs of students. Resource allocation is guided by multiple sources of data, including state and district assessment results, school accountability data, progress monitoring outcomes, attendance data, graduation rates, discipline data, stakeholder feedback, and the School Improvement Plan (SIP).

Throughout the school year, the principal, assistant principals, school leadership team, instructional coaches, department chairs, counselors, Exceptional Student Education (ESE) staff, and district leadership meet regularly to review student performance data and evaluate the effectiveness of current resources and interventions. During these meetings, the team analyzes student achievement trends, identifies areas of need, determines whether existing resources are producing the desired outcomes, and makes recommendations for adjustments to improve student performance.

The district supports the school by providing instructional coaches, professional learning opportunities, curriculum resources, assessment tools, intervention programs, technology, and technical assistance aligned with the school's identified priorities. Budget expenditures from federal, state, and local funding sources, including Title I and school improvement funds, are reviewed to ensure resources are used effectively and in compliance with program requirements.

The school also utilizes its Multi-Tiered System of Supports (MTSS) framework and Professional Learning Communities (PLCs) to monitor the implementation and impact of instructional resources and interventions. Teachers analyze formative and benchmark assessment data to determine the effectiveness of instructional materials, intervention programs, and evidence-based strategies. Adjustments are made based on student progress to ensure resources are responsive to changing instructional needs.

Additionally, stakeholder input from teachers, students, parents, the School Advisory Council (SAC), and community partners is considered when evaluating programs and determining future resource needs. This collaborative review process promotes transparency, accountability, and continuous improvement while ensuring that available resources are strategically allocated to maximize student

achievement, improve school performance, and support the academic, social, and emotional needs of all students.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

To address the needs of students at Gadsden County High School, we will utilze the following resources:

Math: Math Nation textbooks, Acaletics for Algebra 1 classes, and Study Island/Edmentum for Algebra and Geometry

ELA: Saavas textbooks and practice materials, Study Island/Edmentum

Science: Science textbooks based on course along with practice materials and Study Island/ Edmentum

Social Studies: Social Studies textbook based on the course along with practice materials

The Administrative Team will require teachers to utilize the resources purchased by the district as a primary source to assist with instruction. We will montor the data to determine if their is a significant change in student performance on bi-weekly and quarterly assessments.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply. **No**

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