

AGENDA

REGULAR SCHOOL BOARD MEETING

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

December 17, 2024

6:00 P.M.

THIS MEETING IS OPEN TO THE PUBLIC

1. CALL TO ORDER
2. OPENING PRAYER
3. PLEDGE OF ALLEGIANCE
4. RECOGNITIONS
5. CITIZEN COMMENTS AND CONCERNS

ITEMS FOR CONSENT

6. REVIEW OF MINUTES – **SEE ATTACHMENT**
 - a. November 19, 2024, 4:30 p.m. – School Board Financial Workshop
 - b. November 19, 2024, 5:30 p.m. – School Board Organization Meeting
 - c. November 19, 2024, 6:00 p.m. – Regular School Board Meeting
 - d. November 25, 2024, 4:00 p.m. – Student Hearing
 - e. November 25, 2024, 6:00 p.m. – Student Hearing
 - f. December 9, 2024, 4:00 p.m. – Student Hearing

ACTION REQUESTED: The Superintendent recommends approval.

7. PERSONNEL MATTERS (resignations, retirements, recommendations, leaves of absence, terminations of services, volunteers, and job descriptions)
 - a. Personnel 2024– 2025 – **SEE PAGE #4**

ACTION REQUESTED: The Superintendent recommends approval.

8. STUDENT MATTERS – **SEE ATTACHMENT**

- a. Student Expulsion – See back-up material

Case #034-2425-0051

ACTION REQUESTED: The Superintendent recommends approval.

- b. Student Expulsion – See back-up material

Case #036-2425-0051

ACTION REQUESTED: The Superintendent recommends approval.

- c. Student Expulsion – See back-up material

Case #038-2425-0051

ACTION REQUESTED: The Superintendent recommends approval.

9. SCHOOL FACILITY/PROPERTY

- a. Purchase Order Request for Simpson Environmental – **SEE PAGE #6**

Fund Source: General Funds

Amount: \$28,500.00

ACTION REQUESTED: The Superintendent recommends approval.

- b. Purchase Order Request for Moore Doors – **SEE PAGE #9**

Fund Source: General Funds

Amount: \$47,169.00

ACTION REQUESTED: The Superintendent recommends approval.

10. EDUCATIONAL ISSUES

- a. Approval of 2024 – 2025 Gadsden County School Controlled Open Enrollment Plan
SEE PAGE #37

Fund Source: N/A

Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- b. Approval of the 2024 – 2025 School Advisory Council (SAC) Membership Rosters
SEE PAGE #48

Fund Source: N/A

Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- c. Approval of the 2024 – 2025 Title I, Parent and Family Engagement Plans - **SEE PAGE #65**

Fund Source: N/A

Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- d. 2024 – 2025 School Improvement Plans – **SEE PAGE #236**

Fund Source: N/A

Amount: N/A

Greensboro Elementary School – **SEE PAGE #237**

Stewart Street Elementary School – **SEE PAGE #291**

Havana Magnet School – **SEE PAGE #330**

George W. Munroe Elementary School – **SEE PAGE #445**

Gadsden County High School – **SEE PAGE #485**

Crossroads Academy – **SEE PAGE #535**

ACTION REQUESTED: The Superintendent recommends approval.

ITEMS FOR DISCUSSION

- 11. EDUCATIONAL ITEMS BY THE SUPERINTENDENT
- 12. SCHOOL BOARD REQUESTS AND CONCERNS
- 13. 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

December 17, 2024

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 7A Instructional and Non-Instructional Personnel 2024-2025

The following reflects the total number of full-time employees in this school district for the 2024-2025 school term, as of December 17, 2024.

<u>Description Per DOE Classification</u>	<u>DOE Object#</u>	<u>#Employees December 2024</u>
Classroom Teachers and Other Certified	120 & 130	292.00
Administrators	110	54.00
Non-Instructional	150, 160, & 170	<u>373.00</u>
		719.00
Part Time Instructional		4.00
Part Time Non Instructional		<u>3.00</u>
Total		7.00
100% Grant Funded		190.00
Split Grant Funded		<u>21.00</u>
Total Grant Funded of 719 Employees		211.00

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

AGENDA ITEM 7A INSTRUCTIONAL AND NON INSTRUCTIONAL 2024/2025

INSTRUCTIONAL

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Johnson, Whitney	GWM	Teacher	11/18/2024
Sinsurin, Karl	GEMS	Teacher	12/02/2024

NON INSTRUCTIONAL

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Clemons, Morshandra	Transportation	Bus Attendant	12/02/2024
Daniels, Roosevelt	GTC	Custodial Assistant	12/02/2024
Green, Andrea	HMS	Educational Paraprofessional	11/20/2024
Johnson, Cheleshia	Headstart/PreK	Educational Paraprofessional	12/02/2024
Larkins, Sarah	HMS	School Food Service Worker	11/13/2024
Moore, Aviance	Maintenance	Secretary	12/02/2024

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

LEAVE

<u>Name</u>	<u>Location/Position</u>	<u>Beginning Date</u>	<u>End Date</u>
Johnson, Annie	SSES/School Food Service Worker	10/24/2024	01/03/2025
Richardson, Willie	GCHS/Custodial Assistant	11/20/2024	06/12/2025

RESIGNATION

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Dantley, Rechelle	HMS	Teacher	11/19/2024
Milton, Carolyn	JASMS	School Food Service Worker	12/20/2024
Parrish, Bobby	CPA	Teacher	11/22/2024

DROP RETIREMENT

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Brewington, Earnestine	Transportation	Bus Driver	11/21/2024

SUBSTITUTES

<u>Teacher</u>	<u>Custodian/SFS Worker</u>	<u>Custodian</u>
Clary, Dritches	Chavers, Ta'marion	Goethe, Alton

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 9a

DATE OF SCHOOL BOARD MEETING: 12/17/24

TITLE OF AGENDA ITEM: Purchase Order for Simpson Environmental

DIVISION:

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

PURPOSE AND SUMMARY OF ITEM: Request for School Board approval to issue a purchase order to Simpson Environmental in the amount of \$28,500.00. Attached is the proposal for the cleaning of the library at Stewart Street Elementary School.

FUND SOURCE: General Funds

AMOUNT: \$28,500.00

PREPARED BY: Brenton Hudson *B.H.*

POSITION: Director

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 1 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

REVIEWED BY:  _____

Proposal Submitted to Owner

Company: The School Board of Gadsden County (GCPS)
 Attn: Brenton Hudson
 Address: 35 Martin Luther King Blvd. Quincy, FL 32351
 Phone: 850-322-7092 cell
 Email: hudsonbre@gcpsmail.com

Proposal No.

120224

Project Short Name

Stewart Street Elementary

Date

12/02/2024

Project:

Stewart Elementary School – Library Cleaning

PROPOSED SCOPE OF WORK – Simpson Environmental Services, LLC (Simpson) hereby proposes to provide cleaning:

- Library – Room 7 and 7B

ASSUMPTIONS - This Proposal is subject to and provided based upon the following assumptions:

- Work to be done in one (1) mobilization.
- All loose items not attached to walls, floors or necessary for alarms etc. to be moved out by others prior to project starting.
- Rooms 7A & 7C are excluded from work area and will be separated from work area by poly barriers for the duration of the project.
- AC system to be shutdown during the project by others. Only work on AC/ductwork will be sealing unit/ductwork off during project. Grills/vents to be removed and cleaned.
- Ceiling tiles in room 7 to be removed and disposed of by Simpson.
- This project is for cleaning only. Areas to be cleaned with anti-microbial product(s).
- No air monitoring or clearance testing is anticipated. Site visits by Southern Earth Sciences to monitor the work progress is anticipated. Southern Earth Sciences is NOT included in our price.
- Project to be done on weekends/holidays. Campus anticipated to be unoccupied.
- Carpet is to remain in place and will be vacuumed with a HEPA vac at the end of the project.
- A pre-con meeting is required prior to the start of the project. Simpson/SES/Brenton to be present.

EXCLUSIONS – This Proposal is subject to and provided based upon the following exclusions:

- **DOCUMENTS INCORPORATED BY REFERENCE, if any:**

PROPOSED DURATION OF WORK:

- Work anticipated to be completed in 2 ½ - 3 working days.

CONTRACT PRICE – EIS proposes to provide the above-described Scope of Work for the sum of:

\$28,500.00 Twenty-Eight Thousand Five Hundred Dollars and no/100.00 All prices include applicable taxes.

Payment Terms

Net 30 on completion of project.

Additional Terms

In the event payments are not made as outlined herein, the undersigned agrees to pay all costs of collection and attorney's fees incurred by Simpson. Bonds, applicable sales and use taxes are not included, unless specifically noted above. Any alterations or deviation from the 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 contingent upon strikes, accidents, or delays beyond our control. Owner to carry fire, tornado, and other necessary insurance.

Authorization

Submitted by Simpson Representative –

Name: Clint Lanier

Title: Project Manager

Phone: 850-408-1794

Address: Simpson Environmental Services, LLC
8607 Gall Boulevard, Zephyrhills, FL 33541

Authorized Signature _____

NOTE: This proposal shall be deemed withdrawn by Simpson if not accepted within thirty (30) days.

Acceptance

Acceptance of Proposal - The above terms and conditions are satisfactory and hereby accepted. Simpson is authorized to do the work as described. Payment will be made as specified above. Should you accept this proposal, please sign and return via email.

Authorized Signature: Brenton E Hudson

Printed Name: Brenton E Hudson

Title: Director of Facilities

Date: 12/2/24

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 9b

DATE OF SCHOOL BOARD MEETING: 12/17/24

TITLE OF AGENDA ITEM: Purchase Order Request for Moore Doors

DIVISION:

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

PURPOSE AND SUMMARY OF ITEM: Request for School Board approval to issue a purchase order to Moore Doors in the amount of \$47,169.00. Attached is the proposal for the removal and replacement of all exterior doors of the gymnasium at Gadsden County High School.

FUND SOURCE: General Funds

AMOUNT: \$47,169.00

PREPARED BY: Brenton Hudson

BEA 12/10/24

POSITION: Director

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

1 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

REVIEWED BY:  _____



"Door Security and Safety Professionals"

PROPOSAL

Presented To:

Re:

Gadsden County Schools ATTN: Arnold Gadsden County High School Gymnasium Exterior Hollow Metal Doors & Hardware

(18) Hollow Metal Doors - Per Attached

Finish Hardware - Per Attached

Total \$47,169.00

Freight, Delivery, & Installation Included

Hollow Metal Doors & Hardware Do Not Have Miami Dade Product Approval

5 - 7 Weeks Lead Time for Materials

See attached Proposal Package for Door Schedule, Hardware Schedule, & Technical Sheets

All materials are quoted per plans and specifications unless noted otherwise. Prices are for materials only, no labor or installation is included unless noted otherwise. Sales tax is **not** included unless noted. This proposal may be withdrawn if not accepted within 30 days. Payment is due on the 10th of the month following purchase and credit is subject to approval by our office.

Acceptance of Proposal- The above prices

Specifications and terms of payment are hereby accepted.

You are authorized to do the work specified.

Authorized Signature:

Date _____

Submitted By:

Andrew Fadhel

Name: 11/20/2021

Date:

Opening Detail Short

Project ID: 24.11.20
Job Number:

Gadsden County High School Gymnasium

Openings				Frames							Doors										Special Instructions	How Set #						
Door #	Size	Location	Label	Hand	Thickness	Material	Qty	Jamb Depth	Profile	Head Face	Elevation	Elev. Sheet	Anchor Sheet	Material	Qty	Series	Vision Kit	s.T.	Ga	Glass	Elevation	Elev. Sheet	Exterior	Undercut	Abnagal			
01	6' 0" x 7' 0"			RHRA/LHR	1 3/4"	Existing	1							HMD	1	LP	A60	16					X					3
02	6' 0" x 7' 0"			RHRA/LHR	1 3/4"	Existing	1							HMD	1	LP	A60	16					X					3
03	6' 0" x 7' 0"			RHRA/LHR	1 3/4"	Existing	1							HMD	1	LP	A60	16					X					3
04	6' 0" x 7' 0"			RHRA/LHR	1 3/4"	Existing	1							HMD	1	LP	A60	16					X					3
05	6' 4" x 7' 0"		90	RHRA/LHR	1 3/4"	Existing	1							HMD	1	LP	A60	16					X					1
06	6' 0" x 7' 0"		90	RHRA/LHR	1 3/4"	Existing	1							HMD	1	LP	A60	16					X					2
07	6' 0" x 7' 0"			RHRA/LHR	1 3/4"	Existing	1							HMD	1	LP	A60	16					X					3
08	6' 0" x 7' 0"		90	RHRA/LHR	1 3/4"	Existing	1							HMD	1	LP	A60	16					X					2
09	6' 0" x 7' 0"		90	RHRA/LHR	1 3/4"	Existing	1							HMD	1	LP	A60	16					X					2

LEGEND

Hollow Metal Door

Face Type

F Flush Door

Gauge

16 16 Gauge

Label

BU UL 'B' (1-1/2 Hour Fire Door) includes
Positive Pressure

Mfr Location

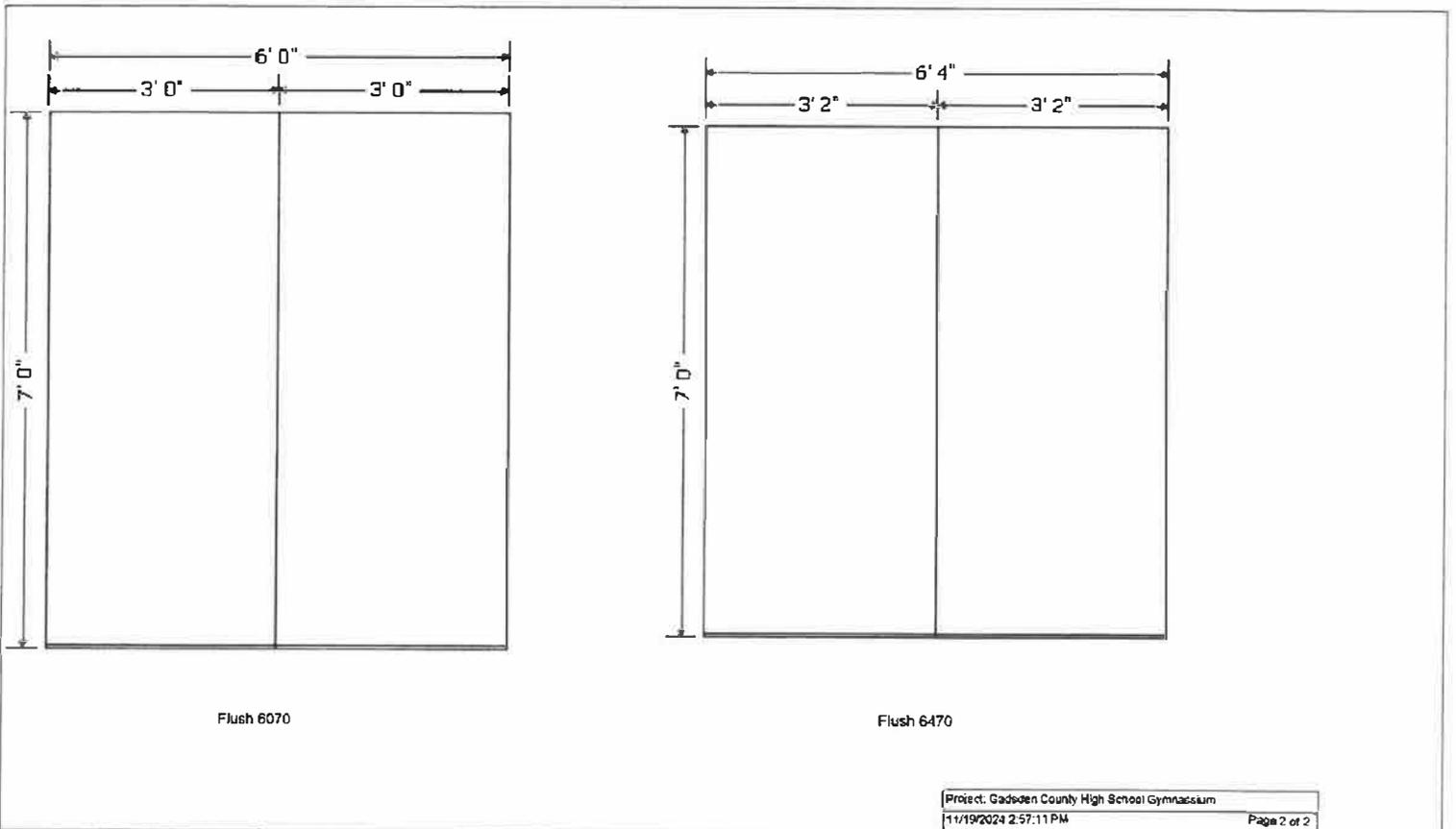
CUH CURRIES Hinge Spacing

Series

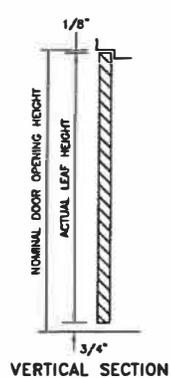
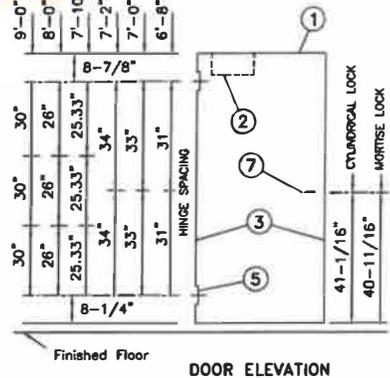
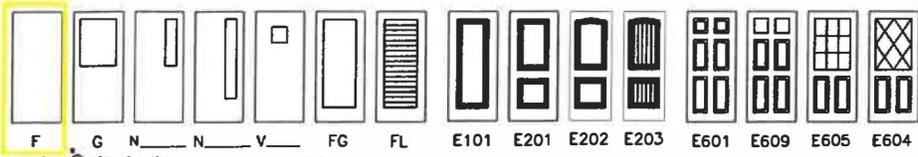
LP Legion-Polystyrene Core - Handed

Steel Type

A60 A60 Galvanneal Steel - ASTM 924



DOOR DESIGNS

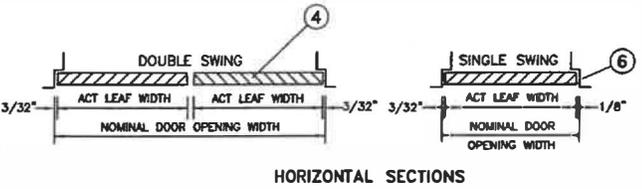
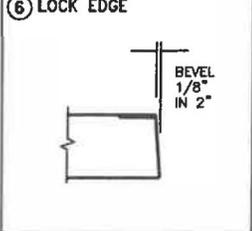
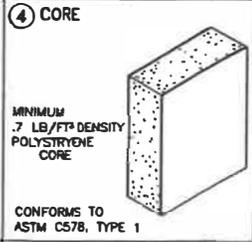
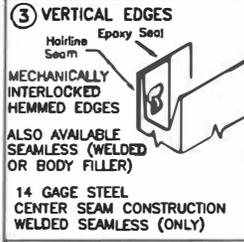
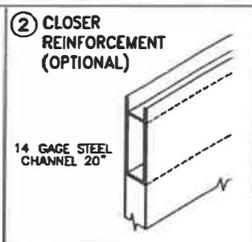
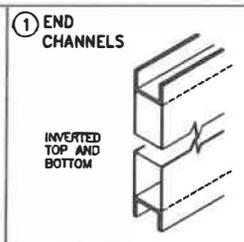


FIRE DOORS:
 TEST: UL10B, UL10C, UL1784 & NFPA 252

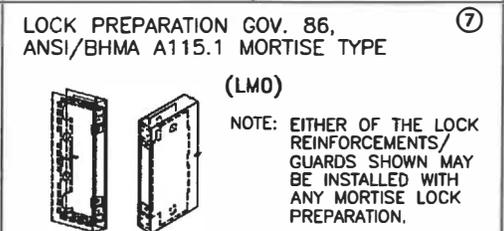
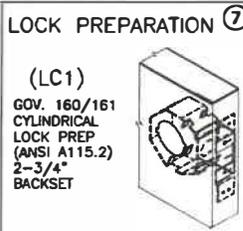
LABELING AGENCIES:
 UL LLC
 WARNOCK HERSEY

RATING: 20 MIN THRU 3 HR
 MAX. SIZE: 4'0" x 8'0" SINGLE
 * 9'0" x 8'0" x 8'0" PAIR
 * 9'0" x 9'0" W/ VERT RODS
 DESIGNS: F, G, N, & V

Cold rolled steel is standard
 Galvaneoled and galvanized steel are optional



1-3/4" LEGION (LP) DOOR



CecoDoor (Conversion: 1" = 25.4 mm, e.g., 1-3/4" = 44.45 mm)

ASSA ABLOY		FOR HAND & SWING SEE DOOR SCHEDULE		THERMAL INSULATION VALUE	MIFC 102-201 4 & ASTM FLUSH DOOR WITH MERCURY FRAME	R = 2.33	U = 0.43
DRAWN BY _____ DATE _____		NOTE: FOR GLAZING TRIM, LOUVERS OR ASTRAGALS REQUIRED, SEE DOOR SCHEDULE & ACCESSORY SHEET		SOUND TRANSMISSION	CORE CALCULATED (ASTM C518)		
CHK'D BY _____ DATE _____				PHYSICAL ENDURANCE TEST DATA	SOUND TRANSMISSION CLASS (STC): 27 F DESIGN, 18 GAGE FACE SHEETS -- ASTM E90 & E413 (FULLY OPERABLE)		
SHT OF _____ CONTRACT NO. _____		BY _____			MEETS OR EXCEEDS ANSI A 250.4 PERFORMANCE TEST: 20 gage steel (500,000 cycles); 18 & 16 gage steel (1,000,000 cycles).		
ISSUE DATE	REVISIONS						

Experience a safer and more open world

FORM 1090-125 08/02/19

DOOR INDEX

Project ID: 24.11.20

Gadsden County High School Gymnasium

<u>Door Number</u>	<u>Arch Mark</u>	<u>Item Number</u>	<u>Heading #</u>	<u>Keying</u>	<u>Hand</u>
01	01	5	3		RHRA/LHR
02	02	6	3		RHRA/LHR
03	03	7	3		RHRA/LHR
04	04	8	3		RHRA/LHR
05	05	1	1		RHRA/LHR
06	06	2	2		RHRA/LHR
07	07	9	3		RHRA/LHR
08	08	3	2		RHRA/LHR
09	09	4	2		RHRA/LHR

Hardware Schedule

Project ID: 24.11.20 - Gadsden County High School Gymnasium

Heading #: 1

Fire Rated 6470

		1 PRA/PRI Door: 05		RHRA/LHR 90
		2-3' 2" x 7' 0" x 1 3/4" HMD/Existing (90)		
6 EA	Hinge, Full Mortise, Hvy Wt	T4A3386 NRP 4-1/2" x 4-1/2"	US32D	(HI-1) McKinney
1 EA	Mullion	12-980 86"	PC	(MU-2) Sargent
1 EA	Rim Exit Device	12 8810 EO	US32D	(ED-3) Sargent
1 EA	Rim Exit Device	12 LC 8813 ETL	US32D	(ED-4) Sargent
2 EA	Surface Closer	DC6210	689	(CL-1) Corbin Russwin
1 EA	Threshold	2005AT x 76"		(TH-2) Pemko
1 EA	Gasketing	303AS x 76" x 84" TKSP		(GA-2) Pemko
2 EA	Sweep	315CN x 38" TKSP		(SW-2) Pemko

Heading #: 2

Fire Rated 6070

		1 PRA/PRI Door: 06		RHRA/LHR 90
		1 PRA/PRI Door: 08		RHRA/LHR 90
		1 PRA/PRI Door: 09		RHRA/LHR 90
		2-3' 0" x 7' 0" x 1 3/4" HMD/Existing (90)		
18 EA	Hinge, Full Mortise, Hvy Wt	T4A3386 NRP 4-1/2" x 4-1/2"	US32D	(HI-1) McKinney
3 EA	Mullion	12-980 86"	PC	(MU-2) Sargent
3 EA	Rim Exit Device	12 8810 EO	US32D	(ED-3) Sargent
3 EA	Rim Exit Device	12 LC 8813 ETL	US32D	(ED-4) Sargent
6 EA	Surface Closer	DC6210	689	(CL-1) Corbin Russwin
3 EA	Threshold	2005AT x 72"		(TH-1) Pemko
3 EA	Gasketing	303AS x 72" x 84" TKSP		(GA-1) Pemko
6 EA	Sweep	315CN x 36" TKSP		(SW-1) Pemko

Hardware Schedule

Project ID: 24.11.20 - Gadsden County High School Gymnasium

Heading #: 3

Non-Rated 6070

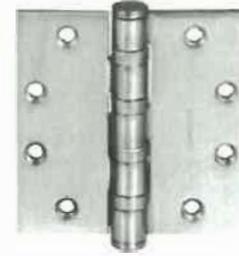
	1	PRA/PRI	Door: 01		RHRA/LHR
	1	PRA/PRI	Door: 02		RHRA/LHR
	1	PRA/PRI	Door: 03		RHRA/LHR
	1	PRA/PRI	Door: 04		RHRA/LHR
	1	PRA/PRI	Door: 07		RHRA/LHR
	2-3' 0" x 7' 0" x 1 3/4" HMD/Existing				
30 EA	Hinge, Full Mortise, Hvy WI	T4A3386 NRP	4-1/2" x 4-1/2"	US32D	(HI-1) McKinney
5 EA	Mullion	980S	86"	PC	(MU-1) Sargent
5 EA	Rim Exit Device	8810	EO	US32D	(ED-2) Sargent
5 EA	Rim Exit Device	LC 8813	ETL	US32D	(ED-1) Sargent
10 EA	Surface Closer	DC6210		689	(CL-1) Corbin Russwin
5 EA	Threshold	2005AT	x 72"		(TH-1) Pemko
5 EA	Gasketing	303AS	x 72" x 84" TKSP		(GA-1) Pemko
10 EA	Sweep	315CN	x 36" TKSP		(SW-1) Pemko

Five Knuckle Heavy Weight Full Mortise Series

Recommended for use on high frequency and/or heavy wood or metal doors in schools, hospitals or other public buildings where heavy traffic is experienced.

- Heavy weight hinges should be used on all extra heavy doors or those exposed to high frequency use
- T4A3386- Stainless steel base or available in brass base material polished
- T4A3786- Steel base material
- For Beveled Edge, where doors are beveled on hinge side, specify T4A4386 or T4A4786
- For available finishes see page 28

T4A3386
T4A3786



Note: 8" x 6" and 8" x 8" have six bearings. Specify T6B3386 or T6B3786.

No.	ANSI Cross Reference	Base Material	Weight
T4A3386	A5111	Stainless	HVY
T4A3386	A2111	Brass	HVY
T4A3786	A8111	Steel	HVY

Specifications

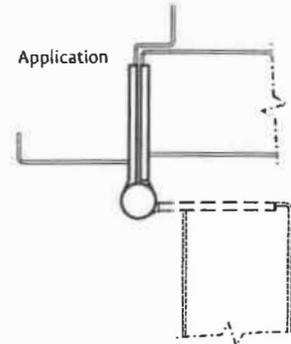
Inches	mm	Gauge	No. of Holes	Fasteners	
				Machine	Wood
4 1/2" x 4"	114.3 x 101.6	.180	8	1/2 x 12-24	1 1/4 x 12
4 1/2" x 4 1/2"	114.3 x 114.3	.180	8	1/2 x 12-24	1 1/4 x 12
5" x 4 1/2"	127 x 114.3	.190	8	1/2 x 12-24	1 1/4 x 12
5" x 5"	127 x 127	.190	8	1/2 x 12-24	1 1/4 x 12
6" x 5"	152.4 x 127	.203	10	1/2 x 1/4-20	1 1/2 x 14
6" x 6"	152.4 x 152.4	.203	10	1/2 x 1/4-20	1 1/2 x 14
8" x 6"	203.2 x 125.4	.203	16	1/2 x 1/4-20	1 1/2 x 14
8" x 8"	203.2 x 203.2	.203	16	1/2 x 1/4-20	1 1/2 x 14

* Not available in brass base material.

** Available in steel only.

***Available in stainless steel only.

****FT tips not offered on 6" and 8" sizes, BT and ST not offered on 8" sizes.



Options:

Code	Description
NRP	Non-Removable Pin
T4B	Ball Bearing
TCA	Concealed Bearing
RC	Round Corner – 1/4" radius furnished unless specified otherwise
HT	Hospital Tip
BT****	Ball Tip
FT****	Flat Tip
ST****	Steeple Tip
SSF	Safety Stud Feature
RB	Raised Barrel*
QC	ElectroLynx® Hinge – 4, 8 or 12 wire available
CC	Concealed Circuit – 4, 8 or 12 wire available
CC-18	Concealed Circuit – 2, 4, 6, 8 or 10 wire available (2-18AWG wires and the remainder 28AWG wires)
MM	Magnetic Monitoring

* Refer to page SP-3 for Raised Barrel.

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Check the web site for the up-to-date catalog

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FM-11

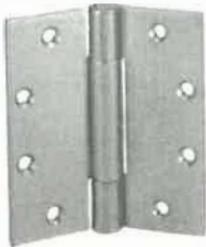
Hinge Pins

Pins, by design, are non-rising.



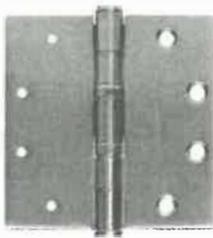
Two Knuckle

Pins on bearing hinges are furnished in stainless steel.



Three Knuckle

Pin stems in all non-ferrous bearing hinges are stainless steel.
Pins in all ferrous hinges are steel.



Five Knuckle

Pins on all non-ferrous bearing hinges are stainless steel with button tips.
Pins on all ferrous hinges are steel.

Non-Removable Pins

NRP

A set screw is driven into the barrel of the hinge that is inaccessible when the door is in the closed position. To order, add the suffix "NRP" to the hinge number.

NRD

Two knuckle hinges are available with a non-removable pin which features a dowel which is force fitted into the jamb leaf. When the door is hung, the pin is completely concealed and impossible to remove. One doweled hinge is usually furnished per set of three. To order, add the suffix "NRD" to the hinge number.

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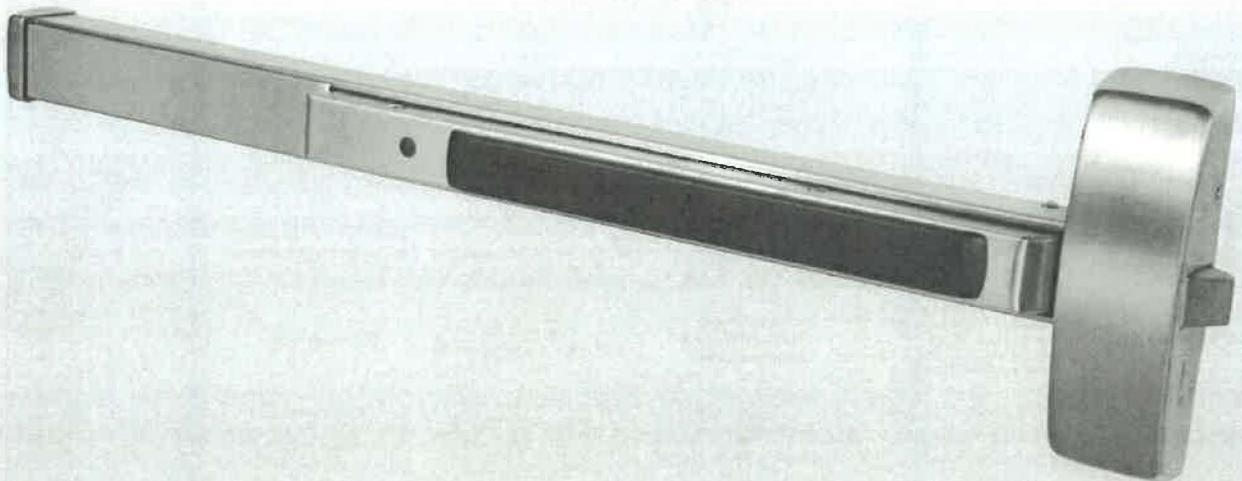
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80 Series Exit Device



Mullions: Aluminum, Steel and Electrified



Aluminum Mullions			
Product Designation	650A	980	L980
Description	Removable	Removable	Lockable
Material	Aluminum	Aluminum	Aluminum
Standard Finish	US28/Satin Anodized Aluminum	Prime Coat	Aluminum Prime Coat
Options	Specify "650A x 10B" for 313AN to match 10B	Specify "980A" for Anodized US28/Satin Aluminum	Specify: "L980A" Anodized Aluminum Specify: "L980A x10B" for 313AN to match 10B
Stk Size	96"	96"	96"
Max Stk Height	120"	120"	120"
Pre-prepped	658 Strikes Included	No	No
Cylinder Size	Not Required	Not Required	#41
Shape	1-1/2" x 2-1/2"	T Shaped 2-1/2" x 3"	T Shaped 2-1/2" x 3"
Misc. Information and Accessories	Includes 651 Stabilizers and imbedded Weather Stripping Top Retainer 94-2050 Bottom Retainer 94-2051	Top Retainer - 511 Bottom Retainer - 502 Adapter for narrow transom: 507 - Aluminum Prime Coated 507A - Anodized Aluminum	All Cylinder Options Available Wall Mount Kit 98-2578 Top Ret Pack 98-2526 Bottom Ret Pack 98-2525 Cylinder Kit 980C1*

Electrified
EL980
Electrical Lockable
Steel
Gray Paint
Wall Mounting Kit: 98-2580 Top Ret Pack :98-2559
96"
120"
No
#46 Only
Rectangular 2" x 3"
For use with Electric Strikes and Monitoring, Quick Connect Wiring Supplied Cylinder Kit 980C2*

* Note: Cylinder Kits must be ordered separately

Steel Mullions					
Product Designations	HC980	980S	L980S	HCL980	12-HD980
Description	Hurricane Code	Standard Mullion	Lockable	Lockable Hurricane Code	Heavy Duty
Material	Steel	Steel	Steel	Steel	Steel
Fire Rated	Specify 12-HC980	Specify 12-980	Specify 12-L980	Specify 12-HCL980	Specify 12-HD980
Fire Rated Max Height	96"	96"	96"	96"	120"
Finish	Gray Paint	Gray Paint	Gray Paint	Gray Paint	Gray Paint
Stk Size	96"	96"	96"	96"	120"
Max Stk Height	96"	120"	120"	96"	120"
Pre-prepped	No	No	No	No	No
Cylinder Size	Not Required	Not Required	#41 Std (#42 & #43 available)	#41 Std (#42 & #43 available)	Not Required
Shape	Rectangular 2" x 3"	Rectangular 2" x 3"	Rectangular 2" x 3"	Rectangular 2" x 3"	Rectangular 2" x 3"
Misc. Information	Designed for severe wind load conditions due to hurricanes or windstorms. Tested to Dade County Protocols & ASTM Standards	Channel Iron & Malleable iron top & bottom retainers	Fire rated for 8'0" x 8'0" paired openings	See Notes Below	12-HD980 is for pair of doors over 8'0" to 10'0" includes two piece strikes
Accessories	Top Ret Pack - 98-2599 Bottom Ret Pack - 98-2600 Top Retainer Shim Kit - 601	Top Ret Pack - 98-2190 Bottom Ret Pack - 98-2191 Top Retainer Shim Kit - 601	Wall Mounting Kit - 98-2579 Top Ret Pack - 98-2559 Bottom Ret Pack - 98-2556 Top Retainer Shim Kit - 601 Cylinder Kit 980C1*	Top Retainer Pack: 98-2593 Bottom Retainer Pack: 98-2594 Top Retainer Shim Kit - 601 Cylinder Kit 980C1*	Top Ret Pack - 98-2599 Bottom Ret Pack - 98-2600 Top Retainer Shim Kit - 601

* Note: Cylinder Kits must be ordered separately

Note for HC980/12-HC980 Mullions:

- Designed for severe wind load conditions due to hurricanes or tornadoes
- Tested to Dade County protocols and ANSI 250.13 ASTM Standards and FEMA 361
- 12- Fire labeled version
- Replacement lock kits are available for lockable mullions
Part numbers for each model are listed in the price book

HCL980 Mullion Information

- Model 12-HC-L980 may be supplied for doors UL fire rated up to and including 3 hrs not exceeding 8 ft in width and height
- Meets the following standards: ANSI 250.13, ASTM E330, ASTM 1886, ASTM 1996, TAS 201, TAS 202 & TAS 203

Lockable Mullion Cylinder Kit Options

Lockable mullions are shipped without cylinders. Order Cylinder Mullion Kit separately.

- L980, L980A, L980S & HC-L980 are 10, 10-21-, 10-63-, 11-, 11-21-, 11-60, 11-63-, 11-64-, 11-72-7P-, 11-65-73-7P-, 11-73-7P-, 21-, 22-, 60-, 63-, 64-, 70, 72-, 73-, 65-73-, 65-73-7P-, 73-7P-, 81-, 82-, F1-82-, 83-, F1-83-, 84-, SC- & SE-
- EL980 are 10, 10-21-, 10-63-, 11-, 11-21-, 11-60, 11-63-, 11-64-, 11-72-7P-, 11-65-73-7P-, 11-73-7P-, 21-, 22-, 60-, 63-, 64-, 70, 72-, 73-, 65-73-, 65-73-7P-, 73-7P-, 81-, 82- & F1-82-

Note: See page 21 for option details

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Mechanical Options and Descriptions

80 Series

Mechanical Options:

Categories	How to Specify	Detailed Description
Fire Rated	12-	UL Fire Label Exit hardware (not available with 16- & HK-)
SVRBolt	14-	Sliding bolt bottom case for 8700
Cylinder Dogging	16-	Cylinder lockdown with # 41 Cylinder & # 97 Ring (not available with 12-, 57, 59-, AL- or BT- Option)
	LD-	Less dogging for non fire rated devices
Less Touch Pad	19-	Pushbar without Lexan touchpad (not available TL-)
8900/8300 Strike	23-	4-7/8" (124mm) ANSI flat lip strike (for 8900 & 8300 Series Mortise Lock Exit Devices)
Thick Doors	31-	Doors over 1-3/4" and/or Panels (Specify door thickness, panel thickness & location as required) Not available for HC8700, FM8700, PP, PR & SP8700, PP, PR & SP8600, LP, LR & LP8700 Extended lip strike supplied for 8300 & 8900 Series
Security Fasteners	36-	Six lobe security head screws
	37-	Spanner head screws
Flush End cap	43-	Flush End Cap (Not available with LP, LR & LS Devices)
Indicator	49-	Indicator (Available on 8816 and 8866 functions only)
Electrical Options	53-	Latchbolt monitoring switch (not available with 59-, GL-, HC-, WS- or on FM8700, PP/PR/SP8600 & LP/LR/LS8600 Exit Devices)
	54-	Monitors ET Lever movement with Internal micro switch in ET Control
	55-	Request to Exit - Signal Switch in Rail (not available with 59- & FM8700)
	56-	Remote Latch Retraction (not available 57-, 58-, 59-, AL- or BT- Option)
	56-HK-	Remote Latch Retraction with manual Hex Key dogging (not available 12-, 57-, 58-, 59-, AL- or BT- Option)
	57-	Delayed Egress (Electromagnetic Lock required & purchased separately) (not available 16-, 53-, 56-, 56-HK, 58-, 59-, AL, Bc-59- or BT, GL, TL Prefixes) (NB, 54- are available on request)
	58-	Electric Rail Dogging (Not available 56- & 59-)
	59-	Electroguard® Self Contained Delayed Egress Device (not available with 16-, 53-, 55-, 56-, 57-, 58-, AL-, BT-, GL-, HC- & WS Option Prefixes, PP/PR/SP8600, LP/LR/LS8600 Exit Devices) (NB, 54- are available upon request)
	AL-	Alarmed Exit (Not available 16-, 56-, 57-, 59-, BT-, GL-, HC- & WS-)
	BC-59-	Electroguard® Boca Code (Door Status Switch required) (not available with 16-, 55-, 56-, 57-, 58-, AL-, BT-, GL-, HC- & WS- Options and on NB8700, PP/PR/SP8600 & LP/LR/LS8600 Exit Devices)
TL-	SARGuide Electro-Luminescent Touchpad (not available 19-, 85-, 87- & PL-)	
Tactile Warning Options	76-	Tactile Warning - Milled Outside Lever (not available with Studio & Coastal Levers and the A Lever)
	85-	Tactile Warning - Abrasive strip on Push Rail (Not available with PL- & TL-)
	86-	Tactile Warning - Abrasive coating on Outside Lever
	87-	Tactile Warning - Abrasive strip on Push Rail & Abrasive coating on Outside Lever (not available with PL- & TL-)
Finish Protection	CPC-	Clear Powder Coat (Available for 32 & 32D Finishes)
	SG-	MicroShield® antimicrobial clear powder coat (only available with 15, 26D and 32D finishes)
Top Rod Only	NB-	Less Bottom Rod & Bolt (for SVR & CVR Devices)
Guarded Latch	GL-	Guarded Latch for Rim Exit Devices (not available 53-, 56-, 59-, AL-, HC- & WS-)
SARGuide	PL-	SARGuide™ PL -Photoluminescent Coated Push Rail - (Touchpad eliminated) (not available 85, 87 & TL-)
Through Bolts	TB-	Through Bolts for 8300, 8500, 8600, 8700, 8800 & 8900 Devices
Rail Force	5CH-	5lb. Pressure Release (8800 only)

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Cylinder Options and Descriptions

80 Series



Cylinder Options:

Conventional Cylinder	-	SARGENT Conventional Cylinders Supplied Standard (Unless Otherwise Specified)
Degree Key System	DG1-	SARGENT Degree Key System Level 1 (bump resistant with patented keys)
	DG1-21-	Degree Level 1 Construction Master Keying
	DG1-60-	Degree Level 1 Removable Disposable Construction Core
	DG1-63-	Degree Level 1 Removable Core
	DG1-64-	Degree Level 1 Removable Construction Keyed LFIC
	DG1-65-	Degree Level 1 Unassembled/Uncombined Core
	DG2-	SARGENT Degree Key System Level 2 (geographically exclusive; bump and pick resistant)
	DG2-21-	Degree Level 2 Construction Master Keying
	DG2-60-	Degree Level 2 Removable Disposable Construction Core
	DG2-63-	Degree Level 2 Removable Core
	DG2-64-	Degree Level 2 Removable Construction Keyed LFIC
	DG2-65-	Degree Level 2 Unassembled/Uncombined Core
	DG3-	SARGENT Degree Key System Level 3 (geographically exclusive; UL437 certified; bump and pick resistant)
	DG3-21-	Degree Level 3 Construction Master Keying
	DG3-60-	Degree Level 3 Removable Disposable Construction Core
DG3-63-	Degree Level 3 Removable Core	
DG3-64-	Degree Level 3 Removable Construction Keyed LFIC	
DG3-65-	Degree Level 3 Unassembled/Uncombined Core	
Signature Key System	10-	SARGENT Signature Key System (Not Available with other Key Systems)
	10-21-	SARGENT Signature Construction Key System (Lost Ball)
Signature- LFIC	10-63-	SARGENT Signature Large Format Interchangeable Core Cylinder (Removable)
XC- Key System	11-	XC Key System (Not available with other Key systems unless specified)
	11-21-	XC- Construction Key System (Lost Ball)
XC- Large Format Interchangeable Core (Removable Core)	11-60-	Device to accept XC- Permanent Large Format Interchangeable Core, Disposable plastic Core- provided
	11-63-	Device provided with XC- Large Format Interchangeable Core Cylinder - (Includes masterkeying, grand masterkeying)
	11-64-	Device provided with Keyed construction core to accept XC- Permanent Large Format Interchangeable Core (ordered separately)
XC- Small Format Interchangeable Core	11-70-7P-	Device to accept XC- SFIC (7-Pin)XC- Permanent Cores, plastic disposable core provided
	11-72-7P-	Device to accept XC- SFIC (7-Pin Keyed Construction Core provided) cylinder Permanent core ordered separately
	11-73-7P-	Device provided with XC- Small Format 7-Pin interchangeable core (Includes masterkeying, grand masterkeying)
	11-65-73-7P-	Device provided to accept XC- Uncombined 7-Pin SFIC (Permanent) Core - (Packed Loose)
Construction Key Systems	21-	SARGENT Lost Ball Construction Keying for Conventional, XC and Signature Series (N/A with 63- or 73-)
	22-	SARGENT Construction Split Key System for Conventional Cylinders (Existing Systems Only) (N/A with 10-, 11-, 63- or 73-)
Old Style Removable Core	51-	Removable Core Cylinder (Old Style) provided (existing systems only)
	52-	Removable Construction Core (Old Style) Permanent core ordered separately (existing systems only)
Large Format Interchangeable Core (Removable Core)	60-	Device to accept SARGENT Permanent Large Format Interchangeable Core, Disposable plastic Core provided (Permanent Cores ordered separately)
	63-	Device provided with Large Format Interchangeable Core Cylinder - (includes masterkeying, grand masterkeying)
	64-	Device provided with Keyed construction core to accept Permanent Large Format Interchangeable Core (ordered separately)
Small Format Interchangeable Core	70-	Device to accept 6- or 7-Pin SFIC Permanent Cores, plastic disposable core provided
	72-	Device to accept 6- or 7-Pin SFIC (6-Pin Keyed Construction Core provided) Cylinder (Permanent Core ordered separately)
	73-	Device provided with 6-Pin SFIC (Includes masterkeying, grand masterkeying)
	65-73-	Device provided to accept Uncombined 6-Pin SFIC (Permanent) Core - (Packed Loose for field keying)
	65-73-7P-	Device provided to accept Uncombined 7-Pin SFIC (Permanent) Core - (Packed Loose for field keying)
	73-7P-	Device provided with Small Format 7-Pin Interchangeable Core (Includes masterkeying, grand masterkeying)
Keso & Keso F1	81-	Device provided with housings to accept Keso (83) & Keso F1 (F1-83-) removable cores. (Permanent Cores ordered separately)
	82-	Device provided with SARGENT Keso Security Cylinder
	F1-82-	Device provided with SARGENT Keso F1 Security Cylinder (Patented)
	83-	Device provided with SARGENT Keso Security Removable Core cylinder
	F1-83-	Device provided with SARGENT Keso F1 Security Removable Core cylinder (Patented)
Added Security	BR-	Bump Resistant Cylinder (Available with Conventional & Conventional XC Cylinders Only)
	LC-	Less Cylinder - SARGENT supplies standard blocking rings for 1-1/8" Cylinders (For longer cylinders order collars/rings separately)
Schlage Keyways	SC-	Schlage C keyway cylinder, 0 bitted (not available with: 8904, 8916, 8944, 8975, 8976, 8866, 8304, 8344, 8375 & 8376)
	SE-	Schlage E keyway cylinder, 0 bitted (not available with: 8904, 8916, 8944, 8975, 8976, 8866, 8304, 8344, 8375 & 8376)
Lever to Accept Schlage	SF-	L Lever to accept MEDECO KeyMark Large Format Interchangeable and Schlage Full Size Interchangeable Core (Supplied Less Cylinder, but with tailpiece needed) (Available for 88-KLL & 88-CLL)

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Note: For V-10 Cylinders and information, contact ASSA

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ASSA ABLOY, the global leader in door opening solutions

8800 Rim Exit Device

80 Series

8800 Series Rim Exit Device



8800 Features

- Designed for standard width stile applications on wood and metal doors
- Also available as an HC8800 or WS8800 for hurricane-resistant applications, see Hurricane-Resistant section of this catalog
- Single point rim latching device
- Single door & double door applications with mullions
- Quiet operation and solid security
- ANSI/BHMA A156.3 - Grade 1
- UL10C (Fire) and UL305 (Panic) Listed

Specifications 8800 Series Rim Exit Device

Door Type	Metal Doors
Door Thickness	1-3/4" (44mm) minimum thickness. For doors over 1-3/4" to 2 1/4" thick, specify thickness and order as 31-
Rail sizes as determined by door width	Rails are available in 4 sizes, use door width to determine size needed. Rails will be factory cut to size, if door width is supplied <ul style="list-style-type: none"> • E Rail for 24" to 32" door widths, No cutting required for 32" door • F Rail for 33" to 36" door widths, No cutting required for 36" door • J Rail for 37" to 42" door widths, No cutting required for 42" door • G Rail for 43" to 48" door widths, No cutting required for 48" door
Strike	649 Standard Black Nylon Coated
Optional Strikes	642, 644 and 613
Dogging Feature	Hex key dogging standard on non fired rated devices; specify 16- for cylinder dogging (#41 cylinder supplied)
Electric Options	AL- Alarm PL- SARGuide Photoluminescent Coated TL- SARGuide Illuminated Touchpad
	49- Indicator 53- LX Latchbolt Monitor 54- Outside Lever Monitoring 55- Request-to-Exit Signal - Rail Monitoring 56- Remote Latch Retraction 57- Delay Egress & Electromagnets 58- Electric Dogging 59- Electroguard – Self Contained Delayed Egress
Mounting Fasteners	Supplied standard with wood and machine screws Available with through-bolts and mortise (sex) nuts
Latch Bolt	Stainless steel, 3/4" (19mm) throw
Device Centerline from Finished Floor	41" (1041 mm) for Standard Applications
Center Case Dimensions	8-3/8" (213mm) x 2-5/8" (67mm)
Projection	Pushbar Neutral – 3" (76 mm) Pushbar Depressed – 2-1/8" (54 mm)
Fire Exit Hardware	See Chart – Page 6

49- Lock/Unlock Indicator Option



- Displays whether the door has been secured by the inside cylinder.
- Red icon indicates locked
- White icon indicates unlocked
- Dogging overrides 49- functionality (must order less dogging)
- Available on 8816 and 8866 functions only

649 Strike



- Supplied standard for panic & fire rated openings
- Surface applied
- Black nylon coated

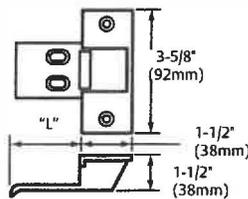
688 Trim Retrofit Kit



- 688 Trim Retrofit kit allows an 8800® Series rim exit with an ET to replace Von Duprin's 98/99 Series exit with trim with minimal door prep.
- Except for 16 function
- Order as: 688 Kit

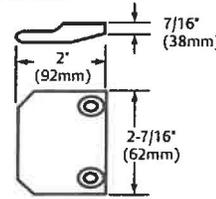
Alternate Strikes For 8800 Rim Devices

642 Strike



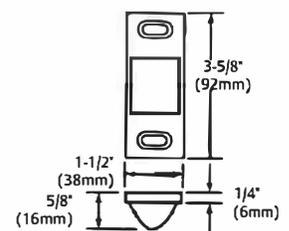
- Mortised. Dimension "L" equals door thickness plus 1/2" (13mm). Black nylon coated on lip only

644 Strike



- Surface applied. For use on pairs of doors without mullion. Ductile Iron. Black nylon coated

613 Strike



- Half mortised. Black nylon coated

8800 Functions and Trims

80 Series

Options	Series	Function	Rail Lgth	Trim	Hand	Outside Finish	Inside Finish	Door Width	Options
F1-83-56	88	13	F	ETL	RHR	26D	32D	36"	8800
700 Series ET Trim		SARGENT Function Numbers	ANSI Function Numbers	Description & Cylinder Info (1-3/4" Door)			ANSI Type 1 8800 Panic & Fire		
		Exits with ET Trim, specify lever design after the ET designation (e.g., ETL)							Mechanical Options:
	04	03	Night Latch Key Retracts Latch #34 Cylinder Supplied			8804 x ET_			12- 16- 19- 31- 36- 37- 43- 53- 54- 55- 56- 56-HK- 57- 58- 59- 504- 8C-59- 76- 85- 86- 87- AL- BT- CPC- GL- LD- PL- **5C- TB- TL-
	06	09	Key unlocks Trim, Trim retracts latch/ Trim relocks when key is removed #41 Cylinder Supplied			8806 x ET_			10-21- 10-63- 11- 11-21- 11-60- 11-63- 11-64- 11-70-7P- 11-72-7P- 11-73-7P- 11-65-73-7P-
	10	01	No outside operation (No Cylinder)			8810			81- 82- F1-82- 83- F1-83- 84- BR- LC- *5C- *5E-
	10	02	No outside operation (No Cylinder) ET Control is used as Pull Only			8810 x ET_			18- 19- 21- 22- 51- 52- 60- 63- 64- 70- 72- 73- 65-73- 65-73-7P- 73-7P-
	13	08	Key Outside Unlocks/locks Trim #41 Cylinder Supplied			8813 x ET_			
	15	14	Passage Only (No cylinder)			8815 x ET_			
	16	10	Key Outside Retracts Latch; Key Inside Unlocks/locks O/S Trim O/S #34 Cylinder & I/S #44 Cylinder Supplied			8816 x ET_			
	40	02	Freewheeling Trim - No outside operation (No Cylinder) Dummy Trim			8840 x ET_			
	43	08	Freewheeling Trim - Key Outside Unlocks/locks Trim #41 Cylinder Supplied			8843 x ET_			
	44	03	Freewheeling Trim - Key Retracts Latch #34 Cylinder Supplied			8844 x ET_			
	46	09	Freewheeling Trim - Key unlocks Trim, Trim retracts latch/ Trim relocks when key is removed #41 Cylinder Supplied			8846 x ET_			
	73		Electrified ET Trim - Fail Safe Power Off, Unlocks Lever (No Cylinder)			8873 x ET_			
	74		Electrified ET Trim - Fail Secure Power Off, Locks Lever (No Cylinder)			8874 x ET_			
	75		Electrified ET Trim - Fail Safe Power Off, Unlocks Lever, Key Retracts Latch #34 Cylinder Supplied			8875 x ET_			
	76		Electrified ET Trim - Fail Secure Power Off, Locks Lever, Key Retracts Latch #34 Cylinder Supplied			8876 x ET_			

Lever Designs for ET Controls

A, B, E, F, J, L, P, W

Also available with Coastal Series & Studio Collection Levers

ET Designation with Suffix (Used to order ET without device)

8800 Series: 704, 706-8, 710, 713-8, 715-8, 716, 740, 743-8, 744, 746-8, 773-8, 774-8, 775-8 & 776-8

Freewheeling Trim

The lever rotates when the door is locked preventing excessive force from being applied to the horizontal lever

Electrified ET Trim

Voltage must be specified for the following functions: 73, 74, 75 and 76. Specify: 12VDC or 24VDC

Note: Exit devices are available in all standard finishes, except 14, 15, 26 & 26D. With these finishes, exit devices are supplied in 32 or 32D to match accordingly. 32 or 32D is automatically supplied when 26 or 26D is specified. For nickel finishes, specify 14/32 or 15/32D to receive nickel finished trims and stainless exit devices

Pull & Thumbpiece Trim Section

Trim Designations

- Use three letter designations (Ex "PTB") when ordering the Exit Device with trim
- Use the six digit designation (Ex "866-MAL") when ordering trim without an Exit Device, always specify finish

Series

SARGENT Function Numbers	ANSI Function Numbers	Description & Cylinder Info. (1-3/4" Door)	814-FSL*	814-FSW*	814-MSL*	814-PSB*	814-STB	862 Pull	8800 Panic & Fire
04	03	Night Latch Key Retracts Latch #34 Cylinder Supplied						862 Pull	8804 x Trim Designation
10	02	No O/S Operation or Cylinder (Pull Only)	810-FLL	810-FLW	810-MAL	810-PTB	810-STB	862 Pull	8810 x Trim Designation
28	15	Passage Only (No cylinder)	828-FLL	828-FLW	828-MAL	828-PTB	828-STB	N/A	8828 x Trim Designation
63	05	Key Outside Unlocks/locks Thumbpiece #34 Cylinder Supplied	866-FLL	866-FLW	866-MAL	866-PTB	866-STB	N/A	8863 x Trim Designation
66	07	Key Outside Retracts Latch; Key Inside Unlocks/locks O/S Trim O/S #34 & I/S #44	866-FLL	866-FLW	866-MAL	866-PTB	866-STB	N/A	8866 x Trim Designation

* FSL, FSW, MSL and PSB trims are used with (HC & 12-) 8888 and 8804 only and are the same as FLL, FLW, MAL and PTB pulls except for cylinder hole located 3/8" (9mm) lower.

Note: Thumbpiece trims for 63 and 66 function devices are identical and are identified as 66 function when trim is ordered separately.

Note: FLW & FSW trims are not available in 32(629) or 32D(630).

Note: Pulls and thumb piece trims are not available in 14, 15, 26 or 26D.

* Options are not available with 8816
** Only available with 15, 26D and 32D finishes

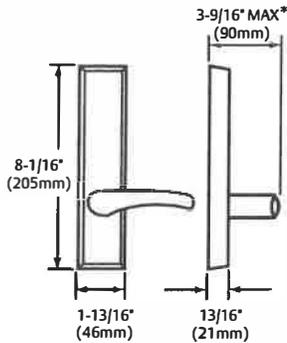
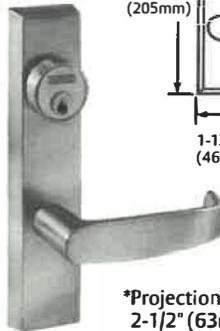
Available Finishes

SARGENT Finishes	BHMA Finishes
03	605
04	606
09	611
10	612
108	613
108E	613E
108L	614
14	618
15	619
20D	624
26	625
26D	626
32	629
32D	630
BSP	-
WSP	-

ET Trim, Levers and Pulls

80 Series

ET Lever Controls

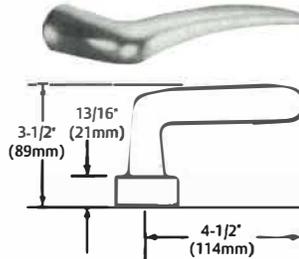


*Projection varies by lever design.
2-1/2" (63mm) projection with
L Lever

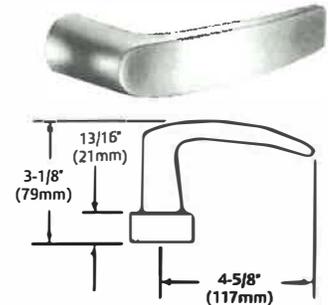
Note: ET suffixes required when ordering ET
trim without an exit device, see page 74 for
complete details

A Lever

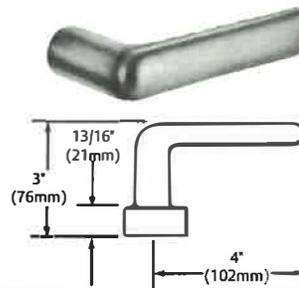
• Handed



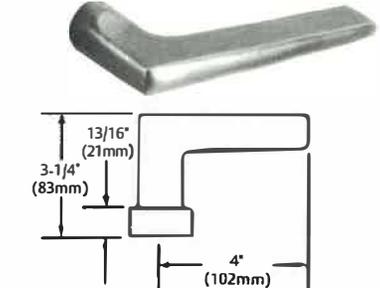
B Lever



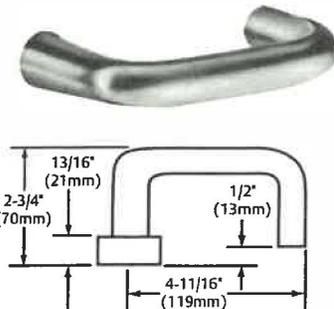
E Lever



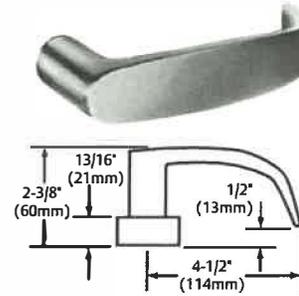
F Lever



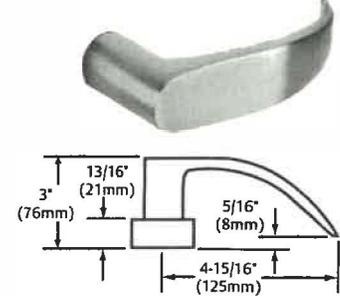
J Lever*



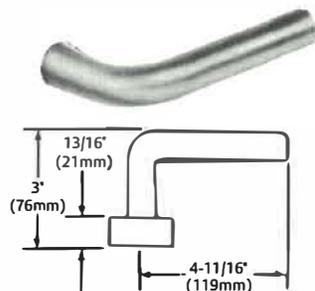
L Lever*



P Lever*

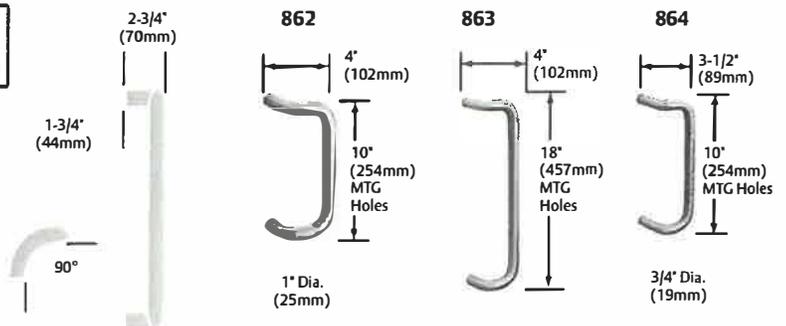


W Lever

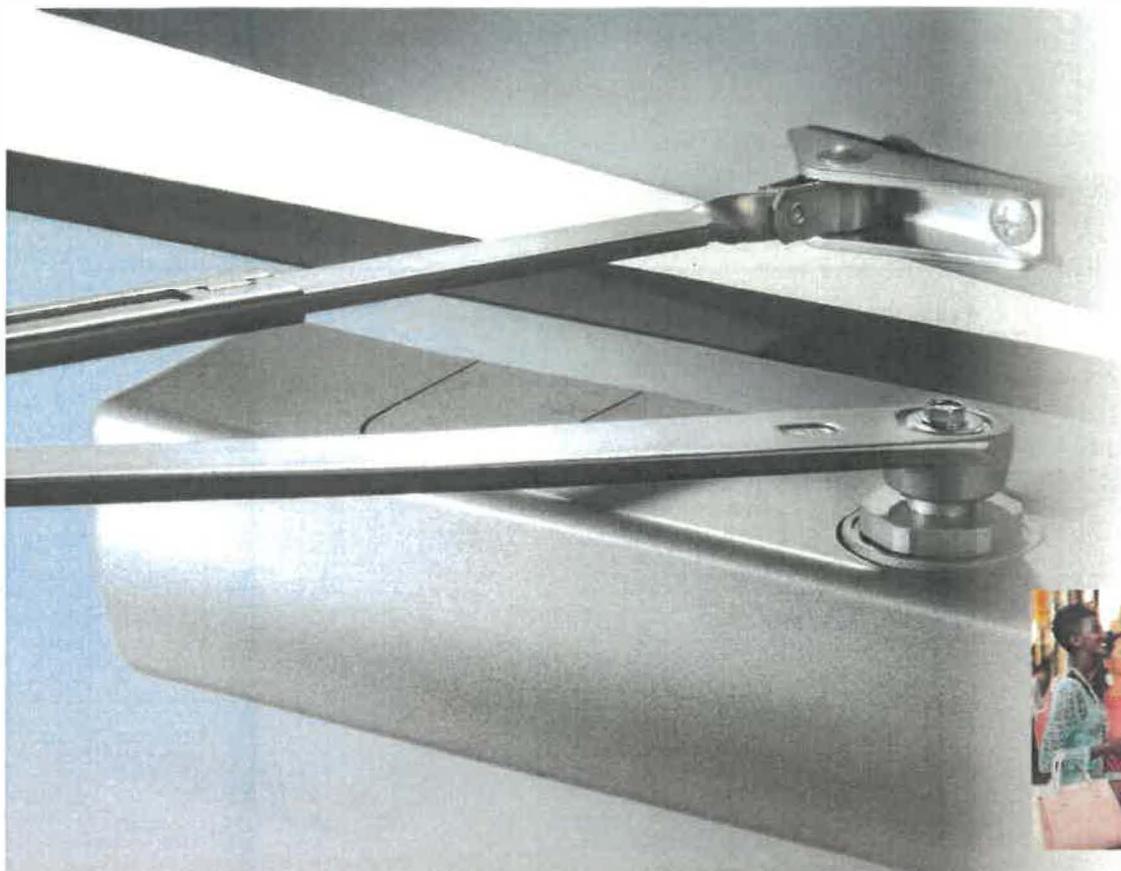


*Lever returns within 1/2" (13mm) of door face

Pulls



SIDE PROFILE



DC6000 Series

Door Closers

Product Catalog

Experience a safer
and more open world

Features

DC6000

DC6200 - Multi-Sized

DC6400 - Sizes 1-6, half size adjustable

Features

Spring Power

DC6200 closers: multi-sized; fully adjustable sizes 1 through 6.
DC6400 closers: sizes 1 through 6; half-size adjustability.
For recommended sizes, see page 14.

Handing

Non-handed (with the exception of some arms and accessories).

Body

Cast-iron case with seamless cold headed steel spring tube.

Arm

Standard: forged steel.
Arm options pages 8-10.

Spindle

Heat-treated steel with a crowned gear set for increased efficiency.

Piston

1-3/8" diameter; precision machined, heat-treated steel.

Springs

Chrome silicon wire.

Valves

Latching speed valve standard.

Closing speed valve standard.

Multiple backcheck location valve and backcheck intensity valve standard.

Delayed action valve optional. Delayed action preset for 20 seconds. Between 90° and 70° for all mountings. To order specify M71.

Seals

"O" rings.

Fluid

Standard: high lubricity extreme temperature hydraulic fluid.

Degree of Opening

Up to full 180° opening standard for regular, top jamb and parallel arm mountings, conditions permitting.

Power Adjustment Arm Bracket

15% adjustment standard.

Cover

Standard: plastic V-O flame rated cover.
Optional: full metal cover; specify M73 x hand.

Mountings

Standard: regular or top jamb.
Parallel arm or tri-style packaging: specify DC6210 or DC6410.
Optional mountings available; see Mountings, page 6.

Mounting Bracket

Quik-Install™ mounting bracket standard.

Fasteners

Standard: self-drilling screws.
Optional: sex nuts and bolts (SNBs); specify M54.

Corrosion Protection

Painted protective coating on all metal surfaces for use in corrosive environments.

Security Package

Includes heavy-duty parallel or regular arm, full metal cover and security Torx® machine screws. Specify M87 x arm x hand. See pages 8-12 for arm options.

Warranty

25-year limited warranty. Refer to Corbin Russwin price book for details.

Finishes

Specify	Description
600 (USP)	Primed
BHMA 605 (US3)*	Bright Brass
BHMA 606 (US4)*	Satin Brass
BHMA 611 (US9)*	Bright Bronze
BHMA 612 (US10)*	Satin Bronze
613E	Dark Oxidized Satin Bronze, Equivalent
BHMA 625 (US26)*	Bright Chromium Plated
BHMA 626 (US26D)*	Satin Chromium Plated
689 (SBL)	Silver Aluminum
690 (LBL)	Dark Bronze
691 (DBL)	Light Bronze
693 (FBL)	Black
696 (GBL)	Satin Brass
85P	Black Suede Powder Coat
WSP	White Suede Powder Coat

*Metal cover is required for these finishes.

For split finish on closer cover and arm, specify cover finish first, then arm finish. (e.g., DC6200 x 625 x 689).

Certification/Compliance

Barrier-Free Code Compliance

The DC6000 Series Door Closers listed below conform to the 5 lbf. maximum door opening force requirement for non-fire-rated interior hinged doors, according to:

Americans with Disabilities Act (ADA)

Complies with the Accessibility Guidelines for Buildings and Facilities, Section 4.13.11

ANSI/BHMA

Meets A156.4, Grade 1.
Meets A117.1.

DC6200	DC6412
DC6210	DC6421
DC6220	DC6401
DC6411	

These door closers are certified by Corbin Russwin Architectural Hardware to comply with the above standards when properly installed and (if applicable) adjusted, in regular arm, parallel arm and top jamb mountings.

UL/ULC/UL10c

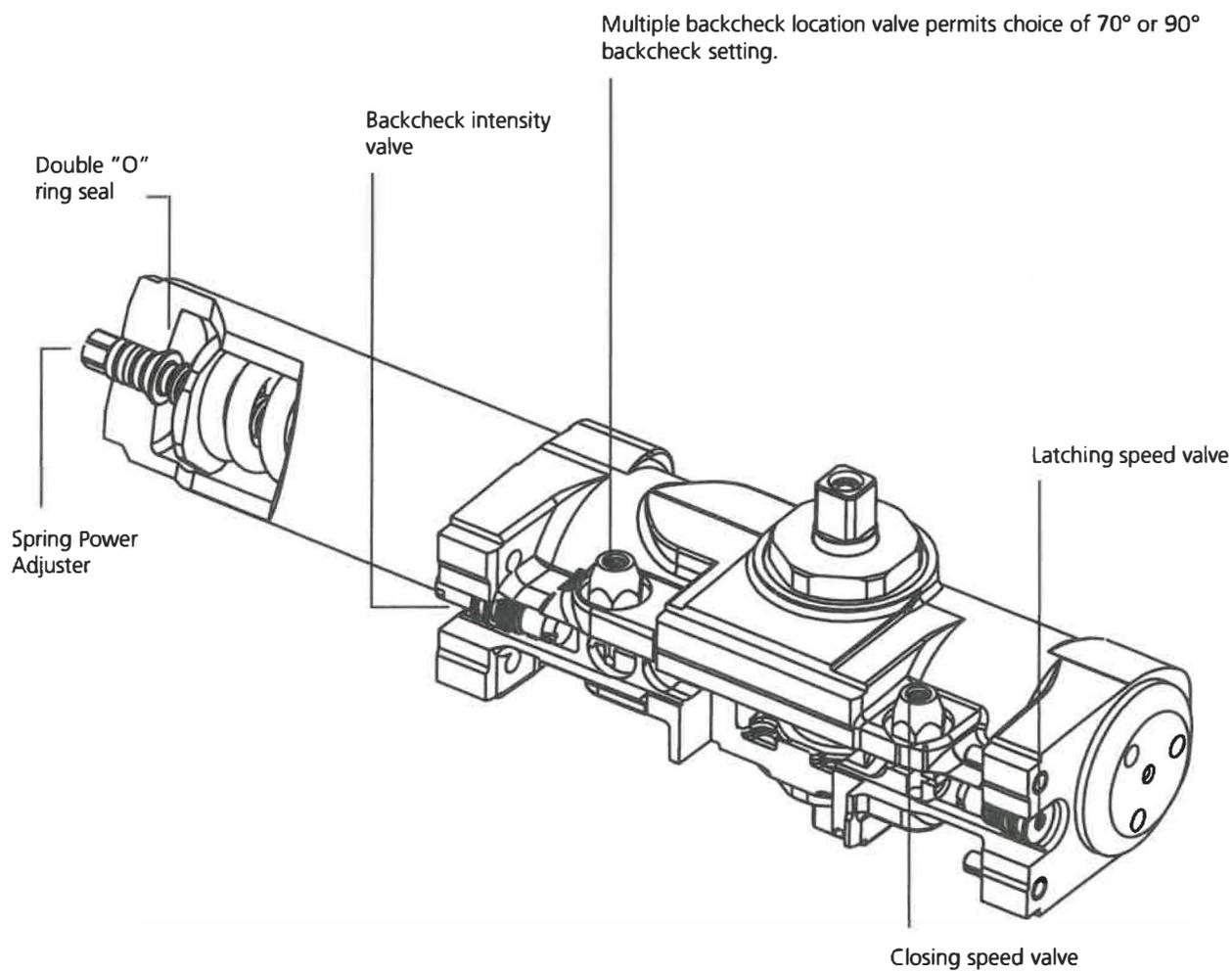
Listed for fire and cycle requirements.

15 Million Cycles

Witnessed and verified by UL

DC6200 - Multi-Sized

DC6400 - Sizes 1-6, half-size adjustable



Quik-Install™ mounting bracket included, see p11

Mountings and Applications

DC6000 Series



Regular Arm Mounting DC6200, DC6400 Series

Most common mounting, providing the greatest closing efficiency. Closer is mounted on the pull side, with the arm almost perpendicular to the face of the door. Arm bracket is attached to the door frame.



Parallel Arm Mounting DC6210, DC6410 Series

Allows inside application of closer on out-swinging doors. Closer is mounted on the push side, with the arm almost parallel to the face of the door. Arm does not project from the opening.



Top Jamb Mounting DC6220, DC6420 Series

Closer is mounted on the frame on the push side, with the arm perpendicular to the face of the door. Arm bracket is mounted on the door. Minimum 1-3/4" (44mm) top jamb required. Accommodates reveals up to 3-1/4" (83mm).



Track Mounting DC6230, DC6430 Series

Closer is top jamb mounted on the pull side; arm is connected to a door-mounted track. Maximum degree of opening is 110°. Maximum closing power is size 4. Minimum 3" (76mm) frame face required.



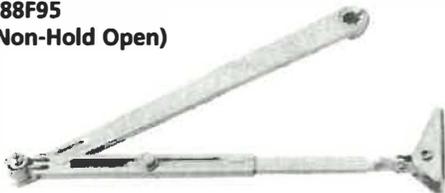
Track Mounting DC6240, DC6440 Series

Closer is mounted on push side of door; arm is connected to a stop-mounted track. Maximum degree of opening is 110°. Maximum closing power - size 4.

Arm Options

DC6000

**688F95
(Non-Hold Open)**



**688F77
(Hold Open)**



Regular Arm

- Used with regular arm (pull side) and top jamb (push side) mounting
- Available in painted or plated finishes
- Non-hold open arm standard on the DC6200 and DC6400 closers
- Hold open arm optional, specify closer x **A1***

**691F72
(Non-Hold Open)**



Deep Reveal Arm (3-3/8" (86mm) - 7-1/4" (184mm))

- Accommodates top jamb mounting for reveals up to 7-1/4" (184mm), depending on door and frame conditions
- Mounted on push side
- Available in painted or plated finishes
- Optional on DC6220 and DC6420 closers
- Non-hold open, specify closer x **A6**
- Hold open, specify closer x **A8***

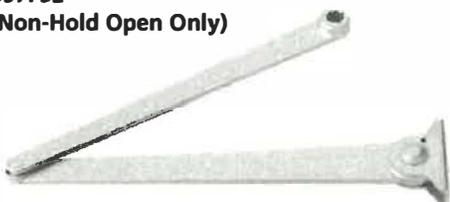
Non-Hold Open

691F72

Hold Open

691F74

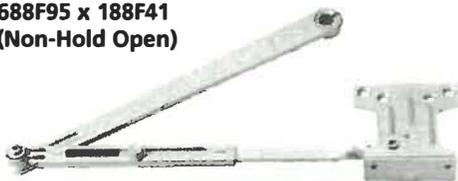
**597F52
(Non-Hold Open Only)**



Heavy-Duty Regular Arm

- Recommended for high-use, high-abuse environments
- Tamper-resistant, solid forged steel riveted arm
- Mounted on pull side
- Not available in plated finishes
- Optional on DC6200 and DC6400 closers, specify closer x **A10**

**688F95 x 188F41
(Non-Hold Open)**



Parallel Arm

- Mounted on push side
- Non-hold open arm – combines regular arm with parallel arm mounting bracket
- Available in painted or plated finishes
- Hold open arm – combines regular hold-open arm with parallel arm mounting bracket
- Non-hold open arm standard – order DC6210 or DC6410 series
- Hold open arm optional, specify closer x **A1***

**688F77 x 509F49
(Hold Open)**



Specify finish when ordering arms. *Not allowed by code on fire doors.

597F78

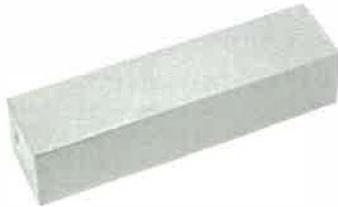


Full Cover

- Standard on all DC6000 series door closers
- Completely covers closer body
- Non-handed
- Dimensions: 11-5/8" (295mm) x 3" (76mm) x 2-3/4" (70mm) deep
- Available in painted finishes only
- Flame rated V-O material compliant with UL10C

Full Metal Cover

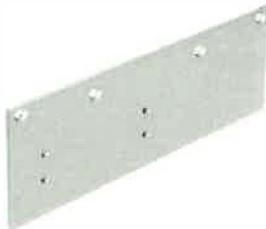
- For use in high-abuse applications or when an architectural plated finish is desired
- Specify hand; not field reversible
- Available in painted and plated finishes
- Dimensions: 11-1/2" (292mm) x 2-7/8" (73mm) x 2-3/4" (70mm) deep



Part Number	Handing
603F55	RH/LHR
603F57	LH/RHR

Drop Plate

Permits parallel arm mounting on door when top rail is too narrow to install closer in the regular manner. Minimum 2-5/8" (67mm) top rail required. Jamb mounted where there is insufficient ceiling clearance for standard mounting or where it is necessary to allow vertical arm clearance for overhead door holders or frame gasketing. To order separately, specify Part No. x Finish.



Closer Series	Drop Plate
	With Full Cover
DC6210, DC6410	597F58
DC6220, DC6420	188F65
DC6240, DC6440	597F58

Quick Codes

DC6000

Arm

Arm	Specify Quick Code
Regular non-hold open	(standard)
Hold open	A1*
Heavy-duty parallel with hold open	A2*
Heavy-duty parallel non-hold open	A3
Heavy-duty backstop non-hold open	A4
Heavy-duty backstop with hold open	A5*
Deep reveal (3-3/8" - 7-1/4")	A6
Deep reveal with hold open	A8*
Heavy-duty regular non-hold open	A10
Spring stop non-hold open (specify door width)	A11
Spring stop heavy-duty with hold open (specify door width)	A12*
Heavy-duty parallel arm with extra clearance	A13
Heavy-duty friction hold open arm (specify hand)	A14*
Push side track with hold open	A1*

*Hold open arms cannot be used on fire doors.

Handing

Hand	Specify
Left Hand/Right Hand Reverse	LH
Right Hand/Left Hand Reverse	RH

Blade Stop

Spacer	Specify Quick Code
1/2"	M77
5/8"	M78

Torx® Tool Kit Package

Description	Specify
Bits and driver	597F24

Finish

Old Designation	Description	Specify Quick Code
USP	Primed	600
US3	Bright Brass	605*
US4	Satin Brass	606*
US9	Bright Bronze	611*
US10	Satin Bronze	612*
NVA	Dark Oxidized Satin Bronze, Equivalent	613E
US26	Bright Chromium Plated	625*
US26D	Satin Chromium Plated	626*
S8L	Silver Aluminum	689
L8L	Dark Bronze	690
DBL	Light Bronze	691
FBL	Black	693
GBL	Satin Brass	696
BSP	Black Suede Powder Coat	BSP
WSP	White Suede Powder Coat	WSP

*Metal cover is required for these finishes.

For split finish on closer cover and arm, specify cover finish first, then arm finish. (e.g., DC6200 x 625 x 689).

Door Thickness

Door Thickness	Specify
1-3/4" (44mm)	(standard)
2" (51mm)	D200
2-1/4" (57mm)	D214

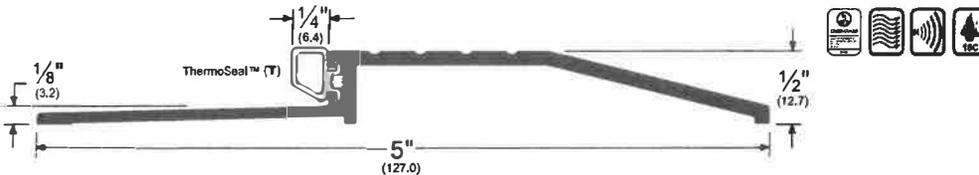
Latching Panic Exit Saddles

- Used in conjunction with surface applied vertical rod exit device, or as a stop and a seal at the bottom of door
- For offset applications, use an elevator (see page 135)
- **2006_T and 2007_T** are only ADA compliant when installed butted to 1/4" tile or other floor material

2001_T

AVAILABLE FINISHES: 10BE, A, BSP, D, G, WSP
REPLACEMENT INSERT: T5 (BL)

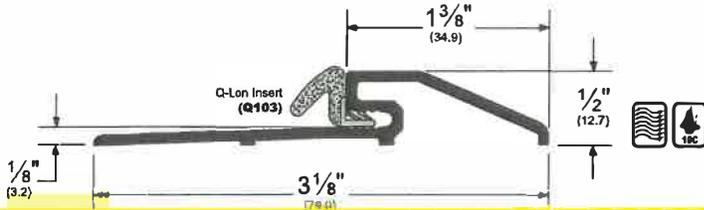
- Allow 1/4" door clearance
- Special purpose bumper threshold designed for use with a low 1/4" to 3/8" undercut door.



2002_Q

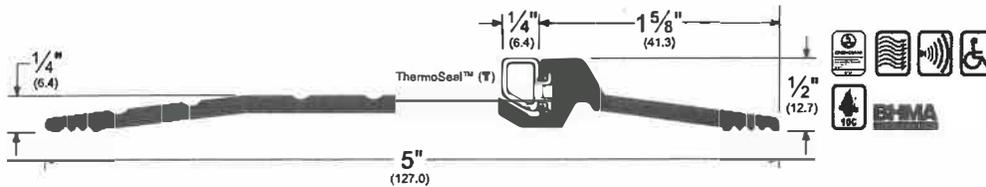
AVAILABLE FINISHES: 10BE, A, BSP, D, G, WSP
Replacement Insert: Q103 (D, W)

- Allow 1/8" door clearance
- Must specify gasket color when ordering



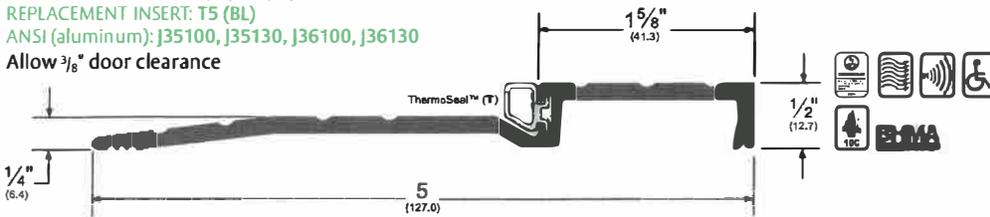
2005_T

AVAILABLE FINISH: 10BE, A, B, BSP, D, G, WSP
REPLACEMENT INSERT: T5 (BL)
ANSI (aluminum): J35100, J35130, J36100, J36130
ANSI (brass): J15100, J15130, J16100, J16130
Allow 3/8" door clearance



2006_T

AVAILABLE FINISH: 10BE, A, BSP, D, WSP
REPLACEMENT INSERT: T5 (BL)
ANSI (aluminum): J35100, J35130, J36100, J36130
Allow 3/8" door clearance



NOTE: Products shown in this section may not be drawn to scale.

AVAILABLE FINISHES FOR PRODUCTS SHOWN ON THIS PAGE (see General Information section for finish chart)
10BE (Stain Bronze Powder Coated Aluminum) A (Mill Finish Aluminum) B (Mill Finish Extruded Bronze [Brass])
BSP (Black Suede Powder Coated Aluminum) D (Dark Bronze Anodized) G (Gold Anodized)
WSP (White Suede Powder Coated Aluminum)

NOTE: G is available with limited inventory

ASSA ABLOY
Opening Solutions

Alternate Inserts



pile (P)

2001_P 

2005_P 

2006_P   

2007_P 

REPLACEMENT INSERT:
P2 (BL, W)



Eco-V™ (V)

2001_V 

2005_V 

2006_V   

2007_V 

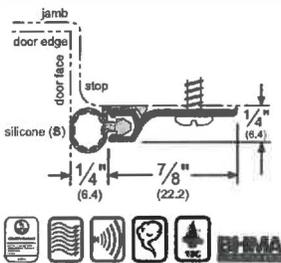
REPLACEMENT INSERT:
EV41 (BL, GR, W)

Standard Perimeter Gasketing

- Rigid jamb weatherstrip shown mounted on openings with $\frac{1}{16}$ " gaps; however, each weatherstrip can seal gaps up to the depth of its seal. Seal depth provided on each illustration (example: the 303 has a $\frac{1}{4}$ " seal; therefore, it can seal up to a $\frac{1}{4}$ " gap)
- Punched on 6" centers with slotted holes for adjustment. Models 294, 303, and 306 are available with self-adhesive two-sided tape (TST) and tek screws (3 slotted holes per part) for easy installation. To obtain this option, add "TST" to the end of the part when ordering (example: 303AVTST)

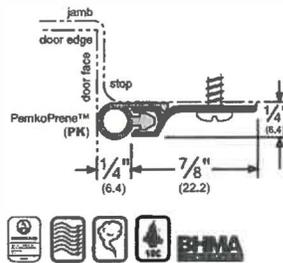
303_S

AVAILABLE FINISHES:
A, BDG, C, D, G, PW, SN
REPLACEMENT INSERT: S3 (BL, GR, W)
ANSI: R3E164, R3E165



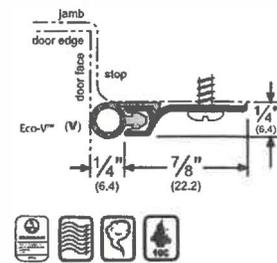
303_PK

AVAILABLE FINISHES:
A, BDG, C, D, G, PW, SN
REPLACEMENT INSERT: PK47 (BL, GR, W)
ANSI: R3G164



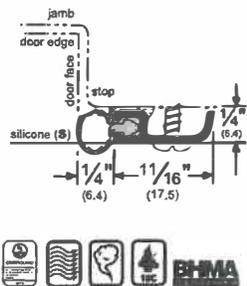
303_V

AVAILABLE FINISHES:
A, BDG, C, D, G, PW, SN
REPLACEMENT INSERT: EV47 (BL, GR, W)



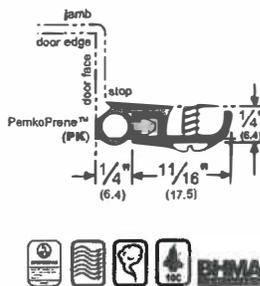
316_S

AVAILABLE FINISHES: A, BDG, D, G
REPLACEMENT INSERT: S3 (BL, GR, W)
ANSI: R3E164, R3E165



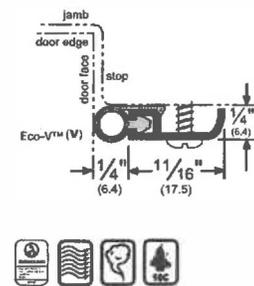
316_PK

AVAILABLE FINISHES: A, BDG, D, G
REPLACEMENT INSERT: PK47 (BL, GR, W)
ANSI: R3G164, R3G165



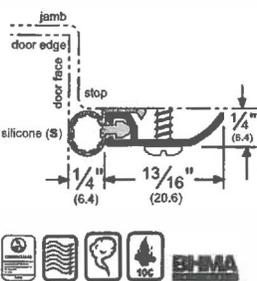
316_V

AVAILABLE FINISHES: A, BDG, D, G
REPLACEMENT INSERT: EV47 (BL, GR, W)



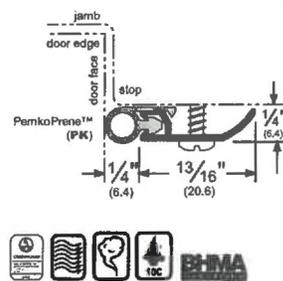
297_S

AVAILABLE FINISHES: A, BDG, D, G, PW, SN
REPLACEMENT INSERT: S3 (BL, GR, W)
ANSI: R3E164, R3E165



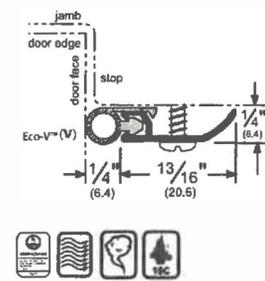
297_PK

AVAILABLE FINISHES: A, BDG, D, G, PW, SN
REPLACEMENT INSERT: PK47 (BL, GR, W)
ANSI: R3G164, R3G165



297_V

AVAILABLE FINISHES: A, BDG, D, G, PW, SN
REPLACEMENT INSERT: EV47 (BL, GR, W)



NOTE: Products shown in this section may not be drawn to scale.

AVAILABLE FINISHES FOR PRODUCTS SHOWN ON THIS PAGE (see General Information section for finish chart)
A (Mill Finish Aluminum) BDG (Bright Dip Gold Anodized) C (Clear Anodized) D (Dark Bronze Anodized)
G (Gold Anodized) PW (Painted White) SN (Satin Nickel Anodized)

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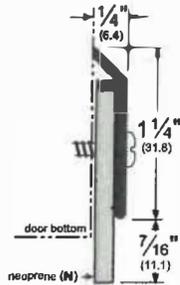
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The global leader in
door opening solutions

Door Bottom Sweeps

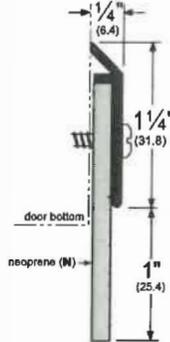
315_N

AVAILABLE FINISHES: B, C, D, G, PW, SN
REPLACEMENT INSERT: N8 (BL, GR)
ANSI: R3B434, R3B435



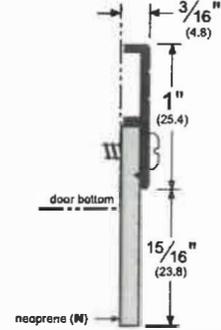
3151_N

AVAILABLE FINISHES: C, D, G
REPLACEMENT INSERT: N9 (BL)
ANSI: R3B434



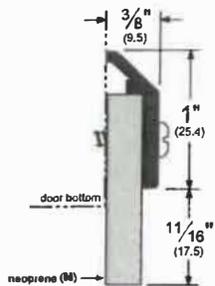
321_N

AVAILABLE FINISHES: C, D, G
REPLACEMENT INSERT: N8 (BL)
ANSI: R3B434, R3B435



368_N

AVAILABLE FINISHES: C, D, G
REPLACEMENT INSERT: N10 (BL)
ANSI: R3B434, R3B435



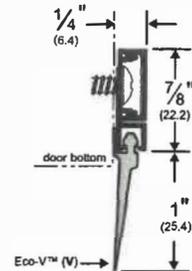
29326_V

AVAILABLE FINISHES: C, D, G
REPLACEMENT INSERT: EV65 (BL, GR, W)
ANSI: R3D434



293100_V

AVAILABLE FINISHES: C, D, G
REPLACEMENT INSERT: EV54 (BL, GR, W)
ANSI: R3D434



NOTE: Products shown in this section may not be drawn to scale.

AVAILABLE FINISHES FOR PRODUCTS SHOWN ON THIS PAGE (see General Information section for finish chart)
B (Mill Finish Extruded Bronze [Brass]) BDG (Bright Dip Gold Anodized) C (Clear Anodized)
D (Dark Bronze Anodized) G (Gold Anodized) PW (Painted White) SN (Satin Nickel Anodized)

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Gadsden County Controlled Open Enrollment Plan 2024-2025

Contact Information:

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Family and Community Engagement Coordinator

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Enrollment Plan Link: www.gadsdenschools.org

Open Enrollment Policies

“Controlled open enrollment” means a public education delivery system that allows school districts to make student school assignments using parents’ indicated preferential educational choice as a significant factor.

Introduction:

Florida Statute 1002.31 states that “...beginning with the 2017-2018 school year, each district school board shall allow a parent from any school district in the state whose child is not subject to a current expulsion or suspension to enroll his or her child in and transport his or her child to any public school that has not reached capacity in the district, subject to the maximum class size”.

1. Application Process

The School Board shall establish residential attendance zones for each school. All students, unless otherwise provided by School Board rule or authorized by the School Board’s order, should attend the school serving the student’s residential attendance zone. A student’s residence is the residence of his/her parents(s), as defined by Florida Statutes. Any student residing in the School District shall be assigned to a school for attendance by the Superintendent or his designee.

The Gadsden County School District (GCSD) gladly honors school choice from any parent/guardian. Open enrollment options are available for parents to choose a school outside their residential attendance zone school. Gadsden County School District allows parents from any school district in the state, whose child is not subject to a current expulsion or suspension, to enroll his or her child in and transport his or her child to any public school in the district, including charter schools, that have not reached capacity subject to the maximum class size pursuant to Florida Statutes and the Controlled Open Enrollment Plan adopted by the School Board. No student shall be permitted to transfer, enroll, or be admitted to a school when he/she has been expelled or suspended from another school district. This prohibition shall be effective for the period in which the student was expelled or suspended from another district. Such students shall be accorded the same appeals procedure which is available for district students.

Any parent wishing to apply for school choice options should complete the following steps:

1. The parent/guardian will complete the GCSD’s Application for Attendance to request

permission to attend a school different from the student's zoned school. This form is available on the district's website, at the Parent Resource Center, or at any GCSD school. The form must be completed in its entirety and must have attached any additional justifications/documentation and proof of residency at the time of submission to the school.

2. The parent/guardian will complete a Controlled Open Enrollment Student Performance Contract which is available on the district's website, at the district office, or at any GCPS school.

Once the school receives **ALL** the required items, the request will be reviewed. The parent/guardian will be notified in writing via U.S. Mail within two weeks or as soon as a decision is made. Due to this process, students may not be allowed to enroll in the choice school at the time the Application for Attendance is submitted. Once notification of acceptance has been received, the parent/guardian may enroll the student in the approved school.

Charter school open enrollment processes may provide enrollment preferences consistent with the enrollment preferences permitted under the charter school statute (s. 1002.33(10), F.S.), if such preferences are included in the charter school contract. The charter school shall annually post on its website the application process required to participate in controlled open enrollment. Determination of capacity must be listed on the charter school website and must be consistent with its charter school contract.

GCSD does not operate a home education program. However, the parent/guardian only registers with the school superintendent for the purpose of complying with the state's attendance requirements under s. 1003.21(1). Additionally, the district will help parents to facilitate the registration processes available under approved Virtual Instruction Provider (VIP) contracts as it is required to do under the state's attendance requirements (s. 1003.21(1) F.S.). If a parent or guardian chooses to homeschool their child(ren), the Superintendent shall accept a notice of intent to set up a home school program and shall immediately register the home education program upon receipt of the notice. The notice of intent must come from the parent/guardian and include the full legal name, address and date of birth of all children who shall be enrolled as students in the home education program. If the student chooses to participate in a school district program, additional information or verification from the parent will be required.

The assigned school for an out-of-district student shall be designated based on space available. Such transfers shall be made on a nondiscriminatory basis and shall not result in reducing desegregation in either the school district or in reinforcing the dual school system. The student will be accepted pursuant to the district's controlled open enrollment process described below, and the district will report the student for purposes of the district's funding pursuant to the Florida Education Finance Program (FEFP). Students residing in the district shall not be displaced by a student from another district who is seeking enrollment through the open enrollment provisions.

The Controlled Open Enrollment Process is approved by the School Board and is consistent with the School Board Policy 5.23*+. The process includes, but is not limited to the following:

- A. Eligibility requirements
- B. Application process for parents to notify the school district of their desire to be part of Controlled Open Enrollment,
- C. Forty-five (45) daytime period for accepting applications,
- D. Method of determining the capacity of schools,
- E. Capacity determination for each district school,
- F. Identification of schools that have not reached capacity,
- G. Class size standards (pursuant to s. 1003.03(4), F.S.),
- H. Lottery procedure for determining student assignment, if transfer requests exceed available space,
- I. Provision for a parent to request placement of siblings within the same school,
- J. Appeals process for hardship cases,
- K. Availability of transportation; and
- L. Method and timeline for notifying a parent of his/her child's placement for the next school year.

The process for implementation must:

- A. Adhere to federal desegregation requirements,
- B. Maintain socioeconomic, demographic, and racial balance,
- C. Allow a student to remain at the chosen school until he/she completes the highest grade level at the school, and
- D. Maintain existing academic eligibility criteria for public school choice programs.

Information about school choice and special programs is provided annually to the community through parent communication links, listservs, school mail-outs, backpack disseminations, individual program promotional materials, open houses at school sites, parent orientation meetings, school visits, and through the district's Family and Community Engagement (FACE) office.

Open enrollment options include school choice for grandfathering, sibling support, over/under capacity schools, school safety, and other parent hardships. Preferential treatment will be given to dependent children of active duty military personnel who has or will be transferred by military orders to an installation within the school district; children who have been relocated due to a foster care placement in a different school zone; children who move due to a court-ordered change in custody from separation or divorce; children who have moved due to the serious illness or death of a custodial parent; students at multiple session schools; and students residing in the district.

In all cases, applications for school choice are available at all public schools, the FACE Office, on the district website, or by mail or fax, as requested. The form provides instructions, information, and contact information for questions and support. Applications are processed by the FACE Office. Applications for magnet and special programs are processed at the individual school level in accordance with each program's admission criteria. Determinations about student eligibility for acceptance into the special program are made based on eligibility of the program.

Applications for other choice options are reviewed by the FACE Office and the Superintendent, or his designee, taking into consideration any hardships that may need to be accommodated. The FACE Office then updates the student information system. A notification letter responding to a school choice application is sent to parents as soon as possible, including an appeal process in the case of a denial for reassignment based on hardship at a school that is over capacity. Parents with an approved school choice request are directed to the new school to proceed with student enrollment.

2. Process for Declaring School Preference

Gadsden County School Choice options are available on our website www.gadsdenschools.org. Applications can be downloaded from the web or picked up at any Gadsden County Public School, at the district office, or at the Parent Resource Center. Additional applications may be required by special programs.

Gadsden County School Choice programs include:

- (22) Career and Technical Education (CTE) courses, with over (106) CTE sections offered in GCSD's secondary schools
- District-owned technical college designed to meet secondary and postsecondary students at their diverse skills level (Gadsden Technical College)
- Advanced Placement (AP) course opportunities in mathematics, language arts, science, social studies, music, and art (Gadsden County High School and Crossroad Academy)
- AVID education (Gadsden County High School, James A. Shanks Middle School, and West Gadsden Middle School)
- Journalism (Gadsden County High School)
- Gifted Programs (Gadsden Elementary School and District-wide via Exceptional Student Education Department)
- Art and Music Education
- Virtual School opportunities via K12/FUEL Virtual; Florida Virtual School (FLVS); PAEC FLVS Virtual Franchise; and through Home Education.
- Dual Enrollment Agreements with all local colleges and universities
- Athletic competition programs

Per District School Policy 5.20+, (Assignment Within District), a student may be permitted to attend a school other than the school serving the parents' residential area by completing a Request for Out-of-Zone Assignment Form and submitting the form for the approval or disapproval of the Superintendent or Designee. Parents who choose to send their child to a school outside their home residential zone will be responsible for providing transportation.

A student who has been attending, in the year prior to the designation, a public school that has been classified as performance grade category "F" or has earned three (3) consecutive grades of "D" or a student who is assigned to a public school that has been designated as

performance grade category “F” or has earned three (3) consecutive grades of “D” may attend a higher performing public school in the district, virtual or home school, or a school in another district as allowed by law. The district will provide transportation to a student impacted by Florida Statutes for Opportunity Scholarship. Designation of schools within the district included in Opportunity Scholarship Options are determined by Florida Department of Education (FDOE).

Family Empowerment Scholarship (FES) Program: Gadsden shall honor a school choice opportunity for low-income and working-class families that is designed to extend support to middle-income families. Following the 2019 Legislative Session, Governor Ron DeSantis signed SB 7070, which creates the FES Program and provides 18,000 students life-changing education opportunities for academic and career success. A student is eligible for a scholarship if the student meets the following criteria:

- The student’s household income level does not exceed 300% of the federal poverty level (\$77,250 for a family of four) or the student is on the direct certification list (list of children who qualify for the food assistance program, the Temporary Assistance to Needy Families Program, or the Food Distribution on Indian Reservations program), or
- The student is currently placed, or during the previous state fiscal year was placed, in foster care or in out-of-home care as defined in s. 39.01, **and**
- The student is eligible to enroll in kindergarten or has spent the prior school year (2018-19) in attendance at a Florida public school. Prior attendance means the student was enrolled in and in attendance at a Florida public school during both October and February student counts.

Prior to scholarship funds being awarded, the student must be accepted and enrolled in a participating private school. A private school that is currently eligible to participate in any of the scholarship programs is eligible to participate in the FES. However, parents should contact the schools to inquire as to whether the private school will participate in the program. The student will remain eligible until he/she graduates from high school or turns 21 years of age, whichever first. It is parental responsibility to request the scholarship from the Florida Department of Education (FDOE) at least 60 days prior to the first payment due date at the school of their choice.

The Hope Scholarship: Beginning with the 2018-2019 school year, a student enrolled in a Florida public school in kindergarten through grade 12 are provided the opportunity to transfer to another public school with the capacity or enroll in an approved private school under the Hope Scholarship, if they have been subjected to any of the following:

- a. battery, to include sexual battery
- b. harassment, to include sexual harassment
- c. hazing
- d. bullying
- e. kidnapping
- f. simple battery

- g. robbery
- h. sexual offenses
- i. assault
- j. threat or intimidation
- k. fighting at school

Incidents reported may be investigated at the district level; however, there does not have to be substantiation on the part of the district to offer a transfer to another public school with the capacity or ability for the student to move to an eligible private school on scholarship.

Section 1002.40, Florida Statutes (F.S.), was established and provides the parent of a public-school who was subjected to an incident of bullying or violence (a complete list of incidents is found in section 1002.40(3), F.S., an opportunity to transfer to another public school, or request a scholarship for the student to enroll in and attend a participating private school. The law states in part, "Upon receipt of a report of an incident, the school principal, or his/her designee, shall provide a copy of the report to the parent and investigate the incident to determine if the incident must be reported as required by s.1006.09. Within 24 hours after receipt of the report, the principal or his/her designee shall provide a copy of the report to the parent of the alleged offender and to the superintendent. Upon conclusion of the investigation or within 15 days after the incident was reported, whichever occurs first, the school district shall notify the parents of the program and offer the parent an opportunity to enroll his/her student in another public school that has the capacity or to request and receive a scholarship to attend an eligible private school, subject to available funding.

Pursuant to State Board of Education Rule 6A-6.0951, Florida Administrative Code, the district shall notify the parent by providing the parent with a completed Hope Scholarship Notification Form. The Hope Notification Form was adopted by the State Board of Education in July 2018, and therefore shall not be substantively altered.

Students attending a "persistently dangerous" school, as defined by State law, have the right to transfer to another "safe" school in the district. Students who are victims of a 'violent crime' on school property also have the right to transfer to another school. If there is not another "safe" school in the district providing instruction at the student's grade level(s), the Superintendent or his designee shall contact neighboring counties and request that they permit students to transfer to a school in one (1) of those counties.

3. Process that Encourages Placement of Siblings within the Same School

Students who have siblings enrolled at a school other than their home zone school may apply for reassignment to that same school based on sibling support. GCSD understands the importance of keeping brothers and sisters together and encourages parental involvement. Parents of siblings who are assigned to the same grade level and school may request that the school place the siblings in the same classroom or in separate classrooms. The sibling must be attending the school the same year as the requested reassignment. Students assigned for sibling support may remain at the assigned school until they reach the highest grade

level available at that school. On the school choice form, parents identify "sibling support" and provide the name of the sibling who is at the school that the parent wants the student to be reassigned to. Parents choosing this option will be responsible for their own student transportation.

The Superintendent or his designee will develop and revise this plan as necessary, including the administrative procedures necessary to implement these policies. Except for homeless students, foster students and other student safety measures required by Florida Statute, parents who choose these options are required to provide their own student transportation.

4. Open Borders

In 2016, State Lawmakers removed school-district boundaries by allowing parents to enroll children in any public school beginning in 2017-18. School districts must accept most students if the school they want to attend has not reached capacity, according to Florida Statutes. If a school has more applications than openings, the law calls for schools to use a lottery to fill the spots.

5. Lottery Procedure to Determine Student Assignment

GCSD uses a lottery procedure, as necessary, to determine student assignment. Applications for choice schools and special programs are reviewed at the individual school level in accordance with each program's admissions criteria. Students are admitted to the program according to the available capacity in each program. In the case of too many requests for available slots in a special program or choice school, the district reserves the right to hold a lottery to determine admissions. The lottery process is designed to prevent the loss of more than five percent (5%) enrollment at any one school.

For purposes of continuity of educational choice, a student who enrolls or transfers under Controlled Open Enrollment may remain at the Controlled Open Enrollment School until the student completes the highest grade level at the school. After completion of the terminal grade of that school, the student must return to their zoned school or apply for and be granted another lottery selection through Controlled Open Enrollment. Students residing in another county must return to their school district in the absence of another lottery selection entitling them to enroll in another district school.

6. Appeals Process for Hardship Cases

Students may be allowed to attend a school other than their residentially zoned home school based on documented economic or medical hardship, or other documented reasons. A reassignment form must be completed, signed by both school administrators, and be submitted to the Parent Resource Center for review.

A hardship is defined as documented economic or medical factors that are beyond the student's and parent's/guardian's control that have a negative impact on the student's educational process, safety, mental health, or physical well-being. Upon receipt of a

hardship reassignment request, the Superintendent or his/her designee will afford the parent/guardian of the student an opportunity to present such evidence as may be appropriate. Thereafter, the Superintendent will make his/her recommendations to the Board. The Superintendent or his designee will furnish the parent/guardian of the student with a copy of his/her recommendation to the Board.

If the parent/guardian of the student wishes to appeal the recommendation of the Superintendent, they must submit a detailed statement specifying the basis for the disagreement to the Superintendent within ten (10) working days of receipt of the recommendation. If the Superintendent denies the reassignment appeal, the parent/guardian may appeal the decision to the Board at the next Board meeting. The parent/guardian must file for an appeal through the Board secretary prior to the meeting. The Superintendent will permit the student to remain at the current school until a decision is made by the Board. Parents choosing this option will be responsible for providing their own student transportation.

7. Procedures to Maintain Socioeconomic, Demographic, and Racial Balance

Gadsden County School District provides equal opportunity for school choice to all students in the district regardless of race, ethnicity or socio-economic status. To better ensure that participation in school choice supports socioeconomic, demographic and racial balance, Gadsden County Public Schools annually evaluate participation by race and free and reduced lunch eligibility and make changes accordingly.

8. Homeless Students

Pursuant to District School Board Policy 5111.01, (Homeless Students), any child in Gadsden County whose primary nighttime residence is in a supervised publicly or privately operated shelter for temporary accommodations, or in a public or private place not designated for, or ordinarily used for, continuing human habitation or is currently in foster care shall be entitled to enrollment in the Gadsden County School District at their school of origin, unless it is determined that it is not in the best interest of the child. The District's Homeless Liaison shall work in collaboration with the Department of Children and Families (DCF) to determine the school of origin for foster students. Student transportation to their school of origin will be provided within the school district. If the verified homeless situation is such that the student is crossing district lines, the Gadsden County Transportation Department will coordinate transportation between the district and neighboring districts.

9. Availability of Transportation

Except for homeless students or foster care students, it is the responsibility of the parent/guardian to provide transportation for students who chose to participate in a choice option and are approved to attend a school other than their residentially zone school. Transportation can be arranged by contacting Gadsden County's Transportation Department. Transportation provisions follow s. 1002.31(2) F.S.

10. Parental and Family Engagement

Encouraging and promoting strong parental and family engagement is a priority for every school and department throughout Gadsden County. Throughout the district, there are parent liaisons, community liaisons, instructional specialists, guidance counselors and other staff in positions to strengthen parental engagement. The district does not have specific parental engagement requirements for its public schools, however, individual programs at the schools may require parent participation.

11. Strategy for Establishing an Information Clearinghouse

Gadsden County has a full-time, year-round Family and Community Engagement Office (FACE) that serves as a clearinghouse for information on school choice opportunities for students. In addition, each school disseminates information and promotes their choice options. Information is provided to parents and to the community through parent communication links (Skylert), listservs, school mail-outs, individual program promotional materials, open houses at school sites, school visits, and through the district FACE Office.

12. Athletic Eligibility

A student participating in Controlled Open Enrollment choice program will be immediately eligible to participate in interscholastic and intra-scholastic extracurricular activities. However, a student may not participate in a sport if the student participated in that same sport at another school during that same school year, unless the student meets one of the following criteria:

1. Dependent child of active-duty military personnel whose move resulted from military orders
2. Child who has been relocated due to a foster care placement in a different school zone
3. Child who moves due to a court-ordered change in custody due to separation or divorce, or the serious illness or death of a custodial parent.
4. Authorized for good cause in district or charter school policy.

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10b

DATE OF SCHOOL BOARD MEETING: December 17, 2024

TITLE OF AGENDA ITEM: Approval of the 2024-2025 School Advisory Council (SAC)

Membership Rosters

DIVISION: Family And Community Engagement

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

PURPOSE AND SUMMARY OF ITEM:

Family And Community Engagement is seeking approval for the 2024-2025 School Advisory Council (SAC) Membership Rosters for each school.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Gary Russ-Sills MSW [Signature]

POSITION: Family And Community Engagement Coordinator [Signature]

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:

School Advisory Council Membership Roster

School Year 2024-2025

Telephone #: 850-627-6030

Site Administrator Signature: *Catrina Simmon Russ*

SAC Chairperson's Signature: *Henry Gunn Sr.*

School: Carter-Parramore Academy

Gadsden Central Academy

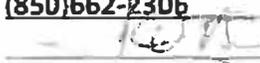
Date: 10/4/2024

Date: 10/7/2024

Name	Address	Phone #	Sex	Race	Position	Method of Selection*
Mrs. Catina Simmon-Russ	631 S. Stewart Street Quincy, FL 32351	850-627-6030	F	B	Site Administrator	District
Henry Gunn	P.O. Box 1314 Quincy, FL 32353	850-251-0765	M	B	Chair	Peer Elect
Rev. Charles Flowers	799 Friday Road Quincy, FL 32352	850-766-2883	M	B	Vice Chair	Peer Elect
Frances Harrell	P.O. Box 123 Quincy, FL 32353	850-445-5260	F	B	Secretary	Peer Elect
Sam Palmer	Berry Street Quincy, FL 32351	850-509-3504	M	B	Community Member	Peer Elect
Anthony Thomas	159 Strong Road Quincy, FL 32351	850-570-5759	M	B	Community Member	Peer Elect
Dorothy Thomas	583 Shiloh Road Quincy, FL 32351	850-510-8693	F	B	Community Member	Peer Elect
Gary Russ-Sills	35 MLK Quincy, FL 32351	850-627-9651	M	B	Community Member	Peer-Elect
Mr. Ron Green	100 North Adams St. Quincy, FL 32351	850-322-2349	M	B	Business Partner	Peer Elect
Trenda Carroll	339 E. Jefferson St. Quincy, FL 32351	850-694-2456	F	B	Business Partner	Peer Elect
Lamar Kirkland	21 Loblolly Lane Midway, FL 32343	719-650-3959	M	B	Community Member	Peer Elect
Alma Venisee	P.O. Box 105 Quincy, FL 32353	850-270-2003	F	B	Parent	Peer Elect
Carlos Hill	121 E. Jefferson St. Quincy, FL 32351	850-627-7111	M	B	Community	Peer Elect
Richard & Tracy Lockwood	1850 St. Hebron Road Quincy, FL 32351	850-508-1333	M	B	Business Partner	Peer Elect
Robert Nixon	404 W. Jefferson St. Quincy, Florida	850-933-0287	M	B	Community	Peer Elect
Abdul Howard	2252 Killearn Center Blvd. Tallahassee, FL 32309	850-668-3700	M	B	Business Partner	Peer Elect
Joe Harris	1017 W. Clark St. Quincy, FL 32351	850-570-1952	M	B	Parent	Peer Elect
Valentina Chavarria	631 S. Stewart St. Quincy, FL 32351	850-627-6030	M	B	Parent	Peer Elect
Melvin Collins	631 S. Stewart St. Quincy, FL 32351	850-728-4049	M	P	Parent	Peer Elect
Tasheka Moore	631 S. Stewart St. Quincy, FL 32351	850-627-6030	F	B	Parent	Peer Elect
Tiffany Baker	631 S. Stewart Street Quincy, FL	850-627-6030	F	B	Parent	Peer Elect
Jalen Perkins	631 S. Stewart Street	850-879-0823	M	B	Parent	Peer Elect

	Quincy, FL 32351					
Wanda McGriff	631 S. Stewart St. Quincy, FL 32351	850-627-6030	F	B	Parent	Peer Elect
Sharaine Williams	631 S. Stewart Street Quincy, FL 32351	850-627-6030	F	B	Parent	Peer Elect
Shaniqua Davis	631 S. Stewart St. Quincy, FL 32351	850-627-6030	F	B	Parent	Peer Elect
Ke'Aniyah Sanders	631 S. Stewart Street Quincy, FL 32351	850-627-6030	F	B	Student	Peer Elect
Keion Parks	631 S. Stewart Street Quincy, FL 32351	850-627-6030	M	B	Student	Peer Elect
Fredrick Thomas	631 S. Stewart St. Quincy, FL 32351	850-627-6030	M	B	Student	Peer Elect
Judith Mandela	631 S. Stewart St. Quincy, FL 32351	850-627-6030	F	B	Educational Representative	Peer Elect
Randall Estelle	631 S. Stewart Street Quincy, FL 32351	850-627-6030	M	B	Educational Support	Peer Elect
Dorene Brady	631 S. Stewart St. Quincy, FL 32351	850-627-6521	F	B	Educational Support	Peer Elect
Ms. Jeanne Gunn	631 S. Stewart St. Quincy, FL 32351	850-210-4417	F	B	Instructional Representative	Peer Elect
Mr. Barkley Lewis	631 S. Stewart St. Quincy, FL 32351	850-895-6637	M	B	Parent Liaison	Peer Elect

Gadsden County High School 2024-25 School Advisory Council Membership Roster

School Year	<u>2024-25</u>	School	<u>Gadsden County High School</u>
Telephone #	<u>(850)662-2306</u>	Email	<u>Hughesleekstam@gcpsmail.com</u>
Principal's Signature		Date	<u>October 30, 2024</u>
SAC Chair Signature		Date	<u>October 30, 2024</u>

Name	Address	Phone#	Gender	Race	Position	Method of Selection
Nicole Cole	373 Ball Farm Road Quincy, Florida	850-879-2830	F	B	Vice President	Election
Quianna Davis	100 Lake Gretna Drive Gretna, Florida 32332	850-544-4110	F	B	Secretary	Election
Sheneka Fields	1588 Rustling Pines Blvd. Midway, Florida 32343 Shenekalfields@gmail.com	850-284-2787	F	B	Community Member	
Yakira Norwood	Student Representative Information Available Yakira.norwood@gcpskids.com	Info Available	F	B	Student	
Shanita Hall	21 Patton Road Quincy, Florida 32351 Shanitahall065@gmail.com	850-528-0218	F	B	Parent	
Bunion, Andreka	635 Road Stage Road Quincy, Florida 32351 Currya@gcpsmail.com	850-320-0298	F	B	School Registrar	
Delores Quintero	402 MLK Jr. Blvd. Quincy, Florida 32353 Quinterod@gcpsmail.com	850-566-1011	F	H	Treasurer	Election
Amber Vazquez	1962 Lakeview Point Rd. Quincy, Florida 32351 Amber.vazquez05@gmail.com	850-933-4218 850-879-2830	F	W	President	Election
Bobby James	Student Representative Bobby.james@gcpskids.com	Info Available	M	B	Student	
Joel Vazquez-Mendoza	1962 Lakeview Point Rd. Quincy, Florida 32351	850-933-4218 850-879-2830	M	H	Parent	
Tamika Hughes-Leeks	27001 Blue Star Highway Havana, Florida Hughesleekstam@gcpsmail.com	850-662-2306	F	B	Principal	
Ronte Harris	121 BW Roberts Drive Quincy, Florida 32351 Harrisro@gcpsmail.com	850-661-0977	M	B	Instructional Staff	

School Advisory Council Membership Roster

School Year 2024-2025

School Gadsden Elementary Magnet School

Telephone # (850) 627-7557

Principal's Signature *Allysun Davis*

Date 10/4/24

SAC Chair Signature *[Signature]*

Date 10/4/24

Name	Address	Phone#	Gender	Race	Position	Method of Selection
Timothy Cole	373 Ball Farm Rd Quincy 32352	(850) 510-2485	M	B	Chair	Peer Selection
Nikki Cole	373 Ball Farm Rd Quincy 32352	(850) 510-2485	F	B	Parent	Peer Selection
Olvin Rodriguez	1242 Pat Thomas Parkway Quincy, FL 32351	(850) 544-3819	M	H	Parent	Peer Selection
Morena-Vasquez- Hernandez	2215 W. Jefferson St Lot 9 Quincy 32351	(850) 743-8278	F	H	Parent	Peer Selection
Hernandez, Juan Lemus	2215 W. Jefferson St Lot 9 Quincy 32351	(850) 743-7338	M	H	Parent	Peer Selection
Lamar Kirkland	21 Loblolley LN Midway, FL 32343	(719) 650-3959	M	B	Community	Peer Selection
Areonia Jackson	902 Soloman Dairy Rd Quincy, FL 32351	(850) 508-9985	F	B	Parent	Peer Selection
Debra Lewis	44 Henry Dr. Gretna Fl 32322	850-743-7561	F	B	Parent	Peer Selection
Tyrone Starks	236 Uptain RD Quincy, FL 32352	(850) 491-3205	M	B	Parent	Peer Selection
Reginald Washington	18 North Adams St Quincy, FL 32351	(850) 508-8739	M	B	Business	Peer Selection
Reina Zamora	188 South Ave. Quincy, FL 32351	(713) 514-2206	F	H	Parent	Peer Selection
Latasha Pride	200 Providence Rd Quincy, FL 32351	(850) 627-775	F	B	Teacher	Peer Selection
Allysun Davis	200 Providence Rd Quincy, FL 32351	(850) 627-7557	F	B	Principal	Appointed

School Advisory Council Membership Roster

School Year 2024-25 **School** Greensboro Elementary School
Telephone # (850) 442-6327
Principal's Signature *[Signature]* **Date** 11/04/2024
SAC Chair Signature *Beatrice Hopkins* **Date** 11/04/2024

Name	Address	Phone#	Gender	Race	Position	Method of Selection
Ms. Beatrice Hopkins	67 South Ave. Gretna, FL 32332	850-524-5933	F	B	President	Vote
Ms. Jacqueline Aguilar	276 Selman St. Quincy, FL 32351	850-597-2918	F	H	Vice President	Vote
Ms. Marquisha Gunn	219 Jordan Ln. Quincy, FL 32351	448-230-0822	F	B	Secretary / Treasurer	Vote
Emilio Lominchar	12 Howell St. Quincy, FL 32351	850-518-9714	M	H	Parent	Volunteer
Shirley Walker	310 Gadsden Ave. Quincy, FL 32351	850-766-9297	F	B	Parent	Volunteer
Angela Stephens	PO Box 28 Greensboro, FL 32330	850-510-2575	F	W	Business Partner	Volunteer
Stephen Pitts	3849 Bristol Hwy. Quincy, FL 32351	850-510-7932	M	W	Principal	Appointed

School Advisory Council Membership Roster 2024-2025

George W. Munroe Elementary School Telephone 850-875-8800



Principal's Signature *[Signature]*
 SAC Chair Signature *[Signature]*

Date 10/4/24
 Date 10/4/24

Name	Address	Email Address	Phone #	Gender	Race	Position	Selection Method
Valery Williams	158 McDaniel Circle Quincy, Florida 32351	Valerywilliams96@gmail.com	850-510-8193	female	Black	Chair	Elected
Wendy Gee	360 Dusty House Road Quincy, Florida 32352		850-756-3293	female	Black	Vice-Chair	Elected
Kayla Jimenez	520 N Bellamy Drive Quincy, Florida 32351	kaylafsu1@aol.com	850-274-2573	female	Hispanic	Secretary	Elected
Germaine Kirkland	1830 W. King Street	browng@gcpsmail.com	850-875-8800	female	Black	Principal	Appointed
Brandon Hill	1830 W. King Street	hillb@gcpsmail.com	850-875-8800	male	Black	Teacher	Elected
Carlacia Baker	1830 W. King Street	bakercarlacia@gcpsmail.com	850-875-8800	female	Black	Teacher	Elected
Gwen Forehand	1830 W. King Street	forehandgccosmail.com	850-875-8800	female	Black	Teacher	Elected
Kiara Williams	199 Goldwire Road Quincy, Florida 32351		850-321-6386	female	Black	Parent	Elected
Michelle Thomas	325 N 13 th Street Quincy, Florida 32351		850-284-3835	female	Black	Parent	Elected
Daeshaneik Allen	955 Bainbridge Highway Quincy, Florida 32351		850-980-2699	female	Black	Parent	Elected
Patricia Baker	955 Bainbridge Highway Gretna, Florida 32332		850-472-1023	female	Black	Parent	Elected
Maria Salgado	44 Macon Street Quincy, Florida 32351		850-756-8373	female	Hispanic	Parent	Elected
Kendra Perry	538 Beck Petts Road Quincy, Florida 32352		850-544-1970	female	White	Parent	Elected
Maria Trejo	1333 E Jefferson St. Lot 19 Quincy, Florida 32351		850-545-3977	female	Hispanic	Parent	Elected
Francisca Arevalo	212 Rentz Road Lot 22 Quincy, Florida 32351		850-562-1020	female	Hispanic	Parent	Elected

School Advisory Council Membership Roster 2024-2025

George W. Munroe Elementary School Telephone 850-875-8800



Principal's Signature _____ Date _____
 SAC Chair Signature _____ Date _____

Name	Address	Email Address	Phone #	Gender	Race	Position	Selection Method
Pearlean James	1863 Reservation Trail, Tallahassee, Florida		813-510-0010	female	Black	Parent	Elected
Deyli Rivera	18004 Blue Star Highway Quincy, Florida 32351		850-980-2699	female	Hispanic	Parent	Elected
Zola Akins	119 Grace Cunningham Road Quincy, Florida		850-591-9766	female	Black	Grandparent	Elected
Whitley Johnson	130 Hickory Hill Lane Quincy, Florida		850-322-4638	female	Black	Parent	Elected
Nija McMillan	200 Raymond Road Havana, Florida		850-524-8190	female	Black	Parent	Elected
Sonja Wilson Lewis	1830 W. King Street		850-875-8800	female	Black	Asst. Principal	Elected
Denesha Kitchen	1830 W. King Street		850-875-8800	female	Black	Asst. Principal	Elected
Chinita Bascom	1830 W. King Street		850-875-8800	female	Black	Guidance	Elected
Tammy Starks	1830 W. King Street		850-875-8800	female	Black	Teacher	Elected
Yazmin Reyes	1830 W. King Street		850-875-8800	female	Hispanic	Data Entry	Elected
Latisha Hutley-Figgers	1830 W. King Street		850-875-8800	female	Black	Teacher	Elected
Maritza Romen	129 Del Rio Drive		850-566-4139	female	Hispanic	Parent	Elected
Teambernique James	424 Line Street D6, Chattahoochee		850-694-8484	female	Black	Parent	Elected
Luis Figueroa	219 Havana Highway		448-215-1229	male	Hispanic	Parent	Elected
Mayte Serna	325 N Love Street		850-264-8538	female	Hispanic	Parent	Elected

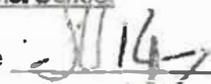
**Gadsden County Public Schools
School Advisory Council
Membership Roster**

School Year: 2024-2025

School: Havana Magnet School

Telephone #: (850) 662-2750

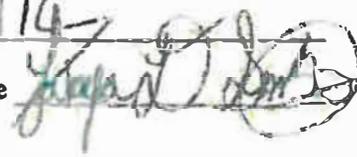
Principal's Signature



Date

9/30/24

SAC Chairperson's Signature



Date

9/30/24

Name	Address	Phone #	Sex	Rac	Position	Method of Selection
Nave Vickers	1417 Nena Hills Court Tallahassee, FL 32301	(850) 322-4287	M	B	Family	Peer elected
Adrian Williams	74 Slash Lane Midway, FL 32343	(850) 284-8892	M	B	Vice Chair Faculty	Peer elected
Marcela Ollevidca	270 Silver Oak Drive Havana, FL 32352	(850) 567-3764	F	H	Secretary Parent	Peer elected
Karen Weaver	803 Abbiegan Drive Tallahassee, FL 32301	(850) 284-7924	F	W	Faculty	Peer elected
LaToya Smithwick	74 Slash Lane Midway, FL 32343	(850) 868-1532	F	B	Chairperson Parent	Peer elected
Michael Smith, Sr.	107 Allen Ranch L. Havana, FL 32333	(850) 405-3006	M	B	Parent	Peer elected
Montrail Harris	601 S.W. 4 th Street Havana, FL 32333	(850) 228-1471	M	B	Community Partner	Peer elected
Deborah Dickey	82 Grant Road Havana, FL 32333	(850) 445-4215	F	B	Parent	Peer elected
Mayra Estrada	24122 Blue Star Hwy Quincy, FL 32351	(850) 684-2997	F	H	Family	Peer elected
Esther Vaughn	2900 Riddle Court Tallahassee, FL 32301	(850) 345-9979	F	H	Parent Secretary	Peer elected
Anthony Flesch	630 McNair Road Havana, FL 32333	(850) 671-4322	M	W	Parent	Peer elected
Ashley Flesch	630 McNair Road Havana, FL 32333	(850) 338-2237	F	W	Parent	Peer elected
Capers Douglas, III	601 SW 4 th Ave Havana, FL 32333	(850) 850-561-080	M	B	Parent	Peer elected
Ashley Brown	26 Pittman Street Quincy, FL 32351	(850) 405-9081	F	B	Parent Assistant Secretary	Peer elected
Julius Harris	45 Stillwater Lane Havana, FL	(850) 210-5986	M	B	Community Leader	Peer elected
Roosevelt Rogers	9260 FL/GA Highway Havana, FL 32333	(850) 508-1642	M	B	Community Leader	Peer elected
Denise Witherspoon	330 Hill Top Drive Midway, FL 32343	(404) 216-1342 Alexander Shand	F	B	Parent Assistant Secretary	Peer elected

Rickie White	515 Sand Pine Road Midway, FL 32343	(904) 657-8142 Rickie White (Parent)	F	H	Student	Peer elected
Ogaz Moreno, Yarezi	1280 Bainbridge Hwy Quincy, FL 32351	(850) 210-8359 Gabriella Ogaz-M	M	B	Student	Peer elected
Jayden Hunter	630 Gibson Road Havana, FL 32333	(786) 718-4923 Chrystalgale Hun Wright	F	B	Student	Peer elected
Thelma Hickman	4799 Leah Court Tallahassee, FL 32303	(850) 570-1253	F	B	Principal	Appointed
Deputy Brianna Mitche	249 Charles Willis Rd. Midway, FL 32343	(850) 694-4391	F	B	School Resource Officer	Peer elected

School Advisory Council Membership Roster

School Year 2024-2025
 Telephone # 850-442-9500

School West Gadsden Middle School

Principal's Signature 

Date 10/30/2024

SAC Chair Signature 

Date 10/30/2024

Name	Address	Phone#	Gender	Race	Position	Method of Selection
Sherita Moore	20 James Williams Dr. Gretna, FL 32333	850-545-2139	Female	B	President /Parent	Elected
LaWanda Mathews	2115 Barack Obama Blvd Quincy, FL 32351	850-321-5603	Female	B	Vice President/Para	Elected
Elder Gerald McGill	St. Mary M.B.Church Sawdust Rd. Quincy, FL 32351	850-339-6086	Male	B	Community Partner	Elected
Foy Anderson	865 Dewey Johnson Way Gretna, FL 32333	850-570-6897	Female	B	Parent	Elected
Lillian Jimenez	16 Little Mexico Lane Quincy, FL 32351	850-895-6215	Female	H	Parent	Elected
Alex Jimenez	16 Little Mexico Lane Quincy, FL 32351	850-895-6219	Male	H	Parent	Elected
Bernard March	172 Hopkins Lane Quincy, FL 32351	850-408-4149	Male	M	Parent	Elected
Shirley March	172 Hopkins Lane Quincy, FL 32351	850-408-4149	Male	M	Parent	Elected
Andrea Sandberry	2490 Greensboro Hwy Quincy, FL 32351	850-661-8842	Female	H	Parent	Elected
Tammy Fancher	20 Oak Street Chattahoochee, FL 32324	850-612-2610	Female	B	Parent	Elected
Isaac Jimenez	16 Little Mexico Lane Quincy, FL 32351	850-895-6215	Male	H	Student	Elected
Jaylen March	172 Hopkins Lane Quincy, FL 32351	850-408-4149	Male		Student	Elected
Pauline West	1128 Point Milligan Road Quincy FL 32351	850-524-0896	Female		Educator	Elected
Annette Vickers	1008 West Clark St Quincy, FL 32351	850-510-6458	Female		Educator	Elected
Kiimberly Cummings	200 Providence Road Quincy, FL 32351	850-442-9500	Female		Principal	Appointed



Stewart Street Elementary School
Phone (850) 627-3145
2024-2025 Student Advisory Council (SAC)
Sign In Sheet



Name	Address	Phone #	Sex	Race	Position	Method of Selection
Pamela Jones	749 S. Stewart Street Quincy, FL 32351	850-627-3145	F	B	Principal	Appointed
Ruthann Cunningham	749 S. Stewart Street Quincy, FL 32351	850-627-3145	F	B	Teacher	Elected
Mariah Frye	140 Anita Road Quincy, FL 32351	850-408-2302	F	B	Parent	Elected
Nickeya Toombs	809 2 nd St Quincy, FL 32351	850-321-0827	F	B	Parent	Elected
Sandi Manzanarez	3750 High Bridge Road Quincy, FL 32351	850-702-7382	F	H	Parent	Elected
Carlucia Thomas	10797 Flat Creek Road Quincy, FL 32351	850-544-4664	F	B	Parent	Elected (Vice Chair)
Victoria Scott	635 Strong Road Quincy, FL 32351	850-273-9542	F	B	Parent	Elected
Kendreka Trawick	90 Pallbearer Lane Quincy, FL 32351	850-694-0544	F	B	Parent	Elected
LaPorschia Barkley	402 8 th Street Quincy, FL 32351	448-500-3620	F	B	Parent	Elected (Chair)
Elizabeth DeLeon	1296 Pat Thomas Parkway Quincy, FL 32351	713-815-1360	F	H	Parent	Elected
Melonie Anthony	644 Betlinet Dr Quincy, FL 32351	850-627-6445	F	B	Parent	Elected

Principal's Signature Pamela Jones Date 11/18/24
 SAC Chair Signature LaPorschia Barkley Date 11/18/2024



Stewart Street Elementary School
Phone (850) 627-3145
2024-2025 Student Advisory Council (SAC)
Sign In Sheet



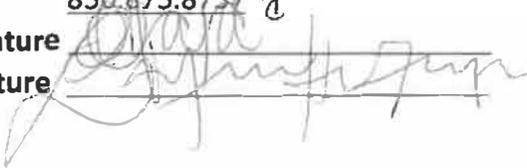
Candace McMillon	1250 Canal St Quincy, FL 32351	850-339-8122	F	B	Community	Elected
Maxwell Bryant	625 Hazel Green Rd Quincy, FL 32351	850-345-0566	M	B	Community	Elected
Linda Jordan	749 S. Stewart Street Quincy, FL 32351	850-627-3145	F	B	Staff	Elected (Secretary)
Kyshada Walker	749 S. Stewart Street Quincy, FL 32351	850-627-3145	F	B	Teacher	Elected

Principal's Signature James D. Jones Date 11/18/2024
SAC Chair Signature Rafaela B. Bailey Date 11/18/2024

School Advisory Council Membership Roster

School Year 2024-2025 School James A. Shanks Middle School

Telephone # 850.875.8737 2

Principal's Signature  Date 12/06/2024

SAC Chair Signature _____ Date 12/06/2024

Name	Address	Phone#	Gender	Race	Position	Method of Selection
Camry S. Floyd	1400 W King Street Quincy, Florida 32351	850.875.8737	F	B	Principal	Appointed
Kimberly McNeal	1400 W King Street Quincy, Florida 32351	850.875.8737	F	B	Lead Teacher	Election
Ms. Erica Addison	1400 W King Street Quincy, Florida 32351	850.875.8737	F	B	Support Staff	Election
LaTisha Hutley-Figgers	1830 W King Street Quincy, Florida 32351	850.875.8800	F	B	Parent Advisor (Chair)	Election
Ronterious T. Green	1715 W Jefferson Street Quincy, Florida 32351	850.662.4679	M	B	Community Member	Appointed
Queyli Torres	826 Cleveland Street Quincy, Florida 32351	850.363.3859	F	H	Parent Advisor	Election



CROSSROAD ACADEMY CHARTER SCHOOL OF BUSINESS



470 Strong Road | Quincy, FL 32351 | Ph (850) 875-9626 | Fax (850) 875-1403
 @iamcacs | www.mycacs.com | www.facebook.com/iamcacs
 Tiresla Galloway, Principal

2024-2025 SAC Committee

Name	Title (ex. Parent or community member)	Email Address	Contact Number
Tiresla Galloway	Principal	gallowaytiresla@gcpsmail.com	(850) 662-2141
Naomi Bell	Teacher	belln@gcpsmail.com	(850) 875-9626
Asante Moore	Teacher	moorea@gcpsmail.com	(850) 875-9626
Keyondlo Lee	Community Member		
Derrick Owens	Parent		(352) 615-6915
Clifton Robinson	Parent	clifton_robinson@yahoo.com	(305) 725-0149
Clariss Battles	Parent	royallyrestored.33@gmail.com	
Monica Grimaldo	Parent	monica.grimaldo@paec.org	(850) 491-1868
Tia Thorpe	Parent	tiathorpe51@gmail.com	(850) 508-9029
Jasmine Garcia	Parent	jayaron1023@gmail.com	(850) 694-4219
Shakarah Hopkins	Student	shakarah.hopkins@gcpskids.com	

Meeting Dates & Time
 All meetings will take place at 6 p.m. via zoom



CROSSROAD ACADEMY CHARTER SCHOOL OF BUSINESS



470 Strong Road | Quincy, FL 32351 | Ph (850) 875-9626 | Fax (850) 875-1403

@iamcacs | www.mycacs.com | www.facebook.com/iamcacs

Tireshia Galloway, Principal

October 3, 2024

November 7, 2024

December 5, 2024

January 9, 2025

February 6, 2025

March 6, 2025

April 3, 2025

May 1, 2025

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10c

DATE OF SCHOOL BOARD MEETING: December 17, 2024

TITLE OF AGENDA ITEM: **Approval of the 2024-2025 Title I, Parent and Family Engagement Plans**

DIVISION: Family And Community Engagement

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

PURPOSE AND SUMMARY OF ITEM:

Family And Community Engagement is seeking approval for the 2024-2025 Title I, Parent and Family Engagement Plans.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Gary Russ-Sills MSW

GRS, MSW

POSITION: Family And Community Engagement Coordinator

GRS

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:

2024-2025 Title I, Parent and Family Engagement Plan (PFEP)

SCHOOL NAME: Chattahoochee Elementary School

I, Zola Akins, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal program staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited. As the leader of this school, I certify that I will agree to and uphold the following assurances.

ASSURANCES

- The school will be governed by the statutory definition of parent involvement, and will not carry out programs, activities, and procedures in accordance with the definition outlined in the Elementary and Secondary Education Act
- The school shall offer parents multiple opportunities to attend parent meetings to provide input in decisions relating to the education of their children.
- The school shall involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent

Title I Meeting

- The school shall convene an annual Title I meeting, at a convenient time for parents, to which all parents of participating children shall be invited and encouraged to attend.
- The annual Title I meeting shall provide parents with a description and explanation of the curriculum in use, the academic assessments used to measure student progress, and the achievement levels of state standards.
- The annual Title I meeting shall provide parents with an understanding of Title I and what it can do for their child.
- The annual Title I meeting shall provide parents with an understanding of their rights to know the qualifications of the staff at the Title I school and their right to be informed if the Title I staff do not meet the state definition of qualified or in-field.
- Parents shall be informed of their right to participate in the development of the Parent and Family Engagement Plan (PFEP), the Title I schoolwide plan, and the School Improvement plans (SIP).
- Parents shall be informed about the school accountability grade and that of the district.
- Parents shall be informed about how the school plans to improve their accountability grade so that all students reach grade-level proficiency.

Parent and Family Engagement Plan (PFEP)

- The school will **jointly develop with, and distribute to**, parents and family members of participating children, a written PFEP, agreed upon by such parents, that shall describe the means for carrying on the requirements of parent involvement – Section 1116(b)(1).
- Parents shall be given an opportunity to review the previous year's PFEP annually.

- If the PFEP does not meet parent needs, the parents shall be given an opportunity for input into changes of the PFEP.
- The PFEP shall be updated periodically to meet the changing needs of the parents and the school.
- The PFEP shall include strategies for parents to understand the State Standards, the State Assessment, and how to monitor their child's progress and work.
- The PFEP shall provide training and resources to help parents work with their children at home to improve their academic achievement.
- The PFEP shall provide strategies for educating teachers, support personnel, and school leaders to better assist parents, communicate more effectively with parents, and value the contributions of parents – working with them as equal partners and encouraging them to fully participate in the education of their children.
- The PFEP shall provide strategies to build ties between parents and the school.
- The PFEP shall, to the extent possible, plan to coordinate and integrate parent involvement of all Federal, State, and local programs.
- The PFEP shall include parents of all subgroups (English Language Learners EL; Exceptional Student Education ESE; Migrant; Homeless; and Neglected/Delinquent) and provide them with the same information and opportunities in a language and manner that is practicable so they can understand it.
- The PFEP shall be distributed to parents and the community in an understandable and uniform format and to the extent practicable, in a language that parents can understand.
- The PFEP may provide literacy training for parents with the set aside allocation.
- The PFEP may pay reasonable expenses necessary to remove barriers of child care to enable parents to participate in school-related meetings and trainings.

School-Parent Compact

- The school shall jointly develop a **school-parent compact** annually that outlines how parents, the entire school staff, and students will share responsibility for improved student academic achievement.
- The compact shall include the means by which the school and parents will build and develop a partnership to help children achieve academic standards.
- The compact shall describe the school's responsibility to provide high-quality curriculum and instruction to enable children to meet the Standards.
- The compact shall describe the ways in which each parent is responsible for supporting their child's learning.
- The compact shall offer parents an opportunity to volunteer in their child's classroom.
- The compact shall offer parents reasonable access to staff and the classroom.
- The compact shall spell out how parents can participate in decisions relating to their child's education and their responsibility to monitor the positive use of their child's extracurricular time.
- The compact shall address the importance of regular two-way communication between teachers and parents on an ongoing basis.
- For elementary students, the compact must include how the school will discuss the compact with the parent as it relates to the child's achievement. This must be done annually.
- The compact shall address providing frequent reports to parents on children's progress.

Zola Akins

Signature of Principal

10/10/24

Date

MISSION STATEMENT

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

INVOLVEMENT OF PARENTS

Explain how the school will involve all parents in an ongoing and timely manner in the planning, review and improvement of Title I and how all parents will be involved in decisions about how parent involvement money will be used to support this PFEP.

Chattahoochee Elementary believes that parents should be involved and help make decisions concerning Title I and student outcomes. The Student Advisory Council is responsible for developing, implementing, and evaluating the School Improvement Plan and Parental Involvement Plan. School Advisory Council is composed of 51% parents and 49% school and community members. All parents are given the opportunity to review the plan and offer their input prior to approval. During the SACS meeting, the council will decide how Title I funds will be utilized.

Chattahoochee Elementary School will involve parents in all aspects of its Title I program. The School Advisory Council (SAC) has the responsibility for developing, implementing, and evaluating the School Improvement Plan (SIP) and Parent Involvement Plan (PIP), now known as the Parent Family Engagement (PFEP). The SAC is composed of 51% parents and 49% school and community members. During the first SAC meetings, Title I pamphlets are provided along with the Florida Standards. The school involves all parents in the discussions regarding how funds will be used by seeking parents' ideas and suggestions for the expending of the funds during the first meeting of SAC. Funds are allotted according to goals for student achievement and school culture, based on assessment and behavior data. The SAC along with all other parents provide input into the development, implementation, and evaluation of the PFEP. The annual Title I parent meeting provides information to parents about Title I and their rights to be involved and be knowledgeable about the qualifications of the children's teachers and paraprofessionals. The meeting also informs parents about school and district grades, curriculum, school choice, and other assistance their child will receive by virtue of being a Title I school wide program. Other parent meetings and expos are held quarterly with the intent to seek parent involvement and input regarding the school investment of federal funds.

During the quarterly meetings, input is solicited from Council members and all parents in attendance in regards to specific goals they have for the school and in decisions involving the use of parent involvement funds for parent activities to reach those goals, and how those goals relate to the development of the SIP. Parents are also surveyed at least once for Title I for their input on activities and expenditures for those activities that support the PFEP and parent activities.

ACCESSIBILITY

Explain how the school will provide opportunities for all parents to participate in parent involvement activities, how the school will share information related to the school with parents, and how the school will provide all information in an understandable language. Include all subgroups: ESE, EL, Homeless, Migrant, Foster, Neglected/Delinquent.

Chattahoochee Elementary will hold quarterly meetings where information will be presented regarding the Title I programs, curriculum, and academic assessment. Parents will obtain information about the school wide programs, community partnerships, communication norms, and will have opportunities to participate in decisions on these topics. Parents will obtain the parent handbook, which includes more detailed information. Parents will be able to visit the classrooms during these meetings. Teachers will provide additional information on the subjects they teach, home-school folders and how parents can help at home. Teachers will maintain sign-in sheets. Information packets will be sent home with students for parents who are unable to attend. Chattahoochee Elementary School provides full opportunities for participation in parental involvement activities to all parents, students, and community members. Memos and letters announcing various parental involvement activities are reviewed for ease of readability, translatability and to make certain all special populations are included. Social media and mass messaging systems (i.e. Remind, SkyAlert) are employed to ensure consistent communication regarding all school events. A monthly calendar is provided via these platforms to encourage maximum involvement. Accommodations are provided during parent activities for special populations. There is a close coordination between the school and the ESOL/EL/Migrant offices to blend activities into each other's plans, to provide appropriate services, and to ensure connections to service providers are made available to parents upon identified need. Translating machines with a Spanish translator are provided at all major parent meetings and will be available upon request for any other school or teacher parent activities. The school with the assistance of the district communicates to parents via the SkyAlert communication system newsletters, flyers, newly purchased digital sign, phone calls, news materials and trainings to help parents work with their children to improve their children academics achievement. Forums including Open House, SAC, Parent Teacher Association (PTA) meetings and Parent Expos are utilized to facilitate parental involvement at the school level. The PFEP is provided to all parents the first month of school in a language parents can understand. Any informational documents sent to parents of English Language Learners (EL) and/or migratory children are transcribed and delivered in Spanish or any other language students reportedly spoken in the home. Any information sent to parents of Exceptional Student Education (ESE) is watermarked with contact information for parents to use whenever they have questions about anything they read. As requested, the school employs translators to relay messages to parents via telephone and/or issues certified letters or hand delivered letters to parents' homes to keep them fully aware of Chattahoochee Elementary School happenings, especially issues regarding their children.

1. What is your overall strategy for Parent Involvement in Student Achievement?
<i>Include items from the assurances above that must be addressed in the PFEP.</i>
Parents will be invited to quarterly parent meetings to discuss student progress following the issuance or report cards from each grading period. In addition, students identified as low-performing will have semi-quarterly conferences to discuss interventions and support.
<i>How will you build parent capacity?</i>
Parents will be empowered via the establishment of relationships with teachers, administrative participation in parent conferences, and bi-directional communication with teachers via messaging applications. Parents will also be provided with access to supplemental materials for use at home.
<i>What is the Activity or strategy you will be using?</i>
The main activity for parent engagement in student achievement and building capacity is the involvement of parents in semi-quarterly conferences and the provision of supplemental materials.
<i>How will you deliver the activity/strategy?</i>
Title I Annual Meeting, Professional Learning Community, School Advisory Council Meeting, Parent Training
<i>What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)</i>
First Quarter, Second Quarter, Third Quarter, Fourth Quarter
<i>Who will be facilitating or implementing the strategy/activity?</i>
Teachers
<i>What group will be receiving the content of the strategy/activity?</i>
All Parents
<i>How are you going to let parents know that the activity is that is available to them?</i>
Flyer or Invitation
<i>Who are you going to coordinate with to offer the activity or implement the strategy?</i>
Title I, Part A-Parent Involvement, Title III, Part A-ELL, Title IX Homeless Student Education, IDEA- Federal ESE
<i>Why are you offering this activity/strategy?</i>

To make parent aware of state assessments and their parental rights.

What is the impact you hope to achieve?

Improve Parent Participation Rates

Improve attendance at mandatory Parent Nights to 30% of parents.

How will you document that the activity happened?

Meeting/Training Sign-in Sheets, Meeting/Training Agenda, Meeting Minutes

2. How are you going to provide parents with an understanding of the requirements of Title I and their rights under Title I?

Include items from the assurances above that must be addressed in the PFEP.

Parents are invited to an annual Title I meeting where the purpose of the Title I programs and use of funding are discussed.

How will you build parent capacity?

Parents will be invited to join advisory council and

What is the Activity or strategy you will be using?

Provide information on the Title I program, Training developed in collaboration with parents to support parent involvement, data chats, School Advisory Council Meetings

How will you deliver the activity/strategy?

Title I Annual Meeting, Parent Training, School Advisory Council Meeting

*What is the timeframe for when the activity/strategy will be implemented?
(i.e., annually, quarterly, each semester, monthly, etc.)*

First Quarter

Who will be facilitating or implementing the strategy/activity?

Director of Federal Programs, Parent services Team

What group will be receiving the content of the strategy/activity?

All Stakeholders

How are you going to let parents know that the activity is that is available to them?

School or District Website, Flyer or Invitation

Who are you going to coordinate with to offer the activity or implement the strategy?

Parent Involvement Resource Center, Title I, Part-A Parent Involvement

Why are you offering this activity/strategy?

To make parents aware of the funding provided to the public schools with low-income families. To make parents aware of the funding provided to the public schools with low-income families and give them an opportunity for input.

What is the impact you hope to achieve?

Improve knowledge of the Title I Program
Improve parent participation by 5%

How will you document that the activity happened?

Meeting/Training Sign-in Sheets, Meeting/Training Agenda, Meeting Minutes

<p>3. How will you provide parents with an understanding of the state and local assessments you will be using and the school/district report card?</p> <p><i>Include items from the assurances above that must be addressed in the PFEP.</i></p>
<p>A Parent Expo will be held that focuses specifically on the guidelines for the State Progress Monitoring Assessment, provides the schedule for groups of students, and requests support from home with regard to test preparation.</p>
<p><i>How will you build parent capacity?</i></p>
<p>Parents are provided with access to the F.A.S.T. parent portal, and the links to the practice tests appropriate for their students' grade level.</p>
<p><i>What is the Activity or strategy you will be using?</i></p>
<p>Florida Standards Assessment- English Language Arts, Florida Standards assessment- Mathematics Grades 3-8, Understanding the Florida Standards assessment Student Report, Understanding i-Ready Diagnostic Report</p>
<p><i>How will you deliver the activity/strategy?</i></p>
<p>School Advisory Council Meeting, Title I Annual Meeting</p>
<p><i>What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)</i></p>
<p>Second Quarter</p>
<p><i>Who will be facilitating or implementing the strategy/activity?</i></p>
<p>Principal, Resource Teacher</p>
<p><i>What group will be receiving the content of the strategy/activity?</i></p>
<p>All Stakeholders, Parents of At-Risk Students</p>
<p><i>How are you going to let parents know that the activity is that is available to them?</i></p>
<p>Backpack, Campus Display on Marquee, Flyer or Invitation</p>
<p><i>Who are you going to coordinate with to offer the activity or implement the strategy?</i></p>
<p>Title I, Part-A Parent Involvement, Title III, Part-A ELL, IDEA- Federal ESE, State Voluntary Pre-K, Headstart- Federal Pre-K</p>
<p><i>Why are you offering this activity/strategy?</i></p>
<p>Based on student data from last year, only 27% of our students are proficient in Reading.</p>
<p><i>What is the impact you hope to achieve?</i></p>
<p>Improve English Language Arts Achievement Improve by 15% in grades 3-5</p>
<p><i>How will you document that the activity happened?</i></p>

Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes

4. How will you provide parents with an understanding of the State Standards and the curriculum you will be using?

Include items from the assurances above that must be addressed in the PFEP.

At Parent Expos, parents are provided with information regarding the state assessed standards. Student work is displayed, and connection to the standard is highlighted.

How will you build parent capacity?

Parents will be provided with at-home assignments that encourage their involvement in and understanding of the standards and the associated assignments. This will encourage them to be involved in the process of standards mastery.

What is the Activity or strategy you will be using?

Provide information on the Title I Program, Training developed in collaboration with parents to support parent involvement, data chats, School Advisory Council Meetings

How will you deliver the activity/strategy?

Title I Annual Meeting, Parent Meeting, School Advisory Council Meeting

*What is the timeframe for when the activity/strategy will be implemented?
(i.e., annually, quarterly, each semester, monthly, etc.)*

First Quarter

Who will be facilitating or implementing the strategy/activity?

Director of Federal Programs, Parent Services Team

What group will be receiving the content of the strategy/activity?

All Stakeholders

How are you going to let parents know that the activity is that is available to them?

School or District Website, Flyer or Invitation

Who are you going to coordinate with to offer the activity or implement the strategy?

Parent Involvement Resource Center, Title I, Part A- Parent Involvement

Why are you offering this activity/strategy?

To make parents aware of funding provided to the public schools with low-income families. To make parents aware of the funding provided to the public schools with low-income families and give them an opportunity for input.

What is the impact you hope to achieve?

Improve knowledge of the Title I Program

Improve parent participation by 5%

How will you document that the activity happened?

Meeting/Training Sign-in Sheets, Meeting/Training Agenda, Meeting Minutes



<p>5. How will you provide parents with an understanding about how to help their children at home and how to improve academically?</p> <p><i>Include items from the assurances above that must be addressed in the PFEP.</i></p> <p>In addition to the exposure to standards at Parent Expos and through homework assignments, teachers will provide options that are learner-based (i.e. iReady teacher assigned lessons) as means of remediation at home.</p>
<p><i>How will you build parent capacity?</i></p>
<p>Parents who have access to the internet at home will be able to monitor their students' progress without having to provide instruction, and can aid in ensuring that academic gaps are closed.</p>
<p><i>What is the Activity or strategy you will be using?</i></p>
<p>Understanding i-Ready Diagnostic Report, Understanding the Florida Standards Assessment Student Report</p>
<p><i>How will you deliver the activity/strategy?</i></p>
<p>Parent / Teacher Conference, Parent Training</p>
<p><i>What is the timeframe for when the activity/strategy will be implemented?</i> <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i></p>
<p>Second Quarter</p>
<p><i>Who will be facilitating or implementing the strategy/activity?</i></p>
<p>Principal, Resource Teacher</p>
<p><i>What group will be receiving the content of the strategy/activity?</i></p>
<p>All Parents</p>
<p><i>How are you going to let parents know that the activity is that is available to them?</i></p>
<p>Skylert, Flyer or Invitation, Email</p>
<p><i>Who are you going to coordinate with to offer the activity or implement the strategy?</i></p>
<p>Title II, Part A- Staff Training</p>
<p><i>Why are you offering this activity/strategy?</i></p>
<p>To show parents their child's strengths and areas of need down to the sub-skill level. This report help pinpoint the area of target.</p>
<p><i>What is the impact you hope to achieve?</i></p>
<p>Improve English Language Arts Achievement Improve by 10% in grades 3-5</p>
<p><i>How will you document that the activity happened?</i></p>
<p>Meeting/Training Sign-in Sheets, Meeting/Training Agenda, Meeting Minutes</p>



6. *How will you provide assistance to parents in understanding how to monitor their child's progress?*

Include items from the assurances above that must be addressed in the PFEP.

The STAR assessment and iReady assessment provide parent letters that describe, in detail, how students score and what their strengths and weaknesses are. These parent reports are provided to all parents.

How will you build parent capacity?

In administrative conferences, parents receive a detailed analysis of the parent reports, and materials to use in support of the recommendations made by the diagnostic results.

What is the Activity or strategy you will be using?

Understanding Report Cards, Understanding i-Ready Diagnostic Report, Understanding the STAR Diagnostic, Understanding the Florida Standards Assessment Student Report

How will you deliver the activity/strategy?

Parent / Teacher Conference, Data chat meetings, Parent Training

*What is the timeframe for when the activity/strategy will be implemented?
(i.e., annually, quarterly, each semester, monthly, etc.)*

Second Quarter

Who will be facilitating or implementing the strategy/activity?

Principal, Resource Teacher

What group will be receiving the content of the strategy/activity?

All Parents, Teachers

How are you going to let parents know that the activity is that is available to them?

Backpack

Who are you going to coordinate with to offer the activity or implement the strategy?

Title I, Part A- Parent Involvement, Title III, Part A- ELL, IDEA- Federal ESE, State Voluntary Pre-K, Headstart- Federal Pre-K

Why are you offering this activity/strategy?

Provide parents with information that they can use to understand how their child is performing in his/her academic courses.

What is the impact you hope to achieve?

Improve Student Attendance

Improve attendance by 10%

How will you document that the activity happened?

Meeting/Training Agenda, Meeting/Training Sign-In Sheets, Meeting Minutes

7. How will you provide teachers and staff with training to understand of the value parents can bring to the school?

Include items from the assurances above that must be addressed in the PFEP.

Parent partnerships are integral to the success of the school. Teachers are required to make contact with all parents at the beginning of the school year, and of the parents of students requiring intervention twice per quarter. Parents are invited to conduct behavior observations and to participate in the learning process via an open door policy.,

How will you build parent capacity?

Parents are provided with contact information for their scholar's teacher via mass messaging application and email. Parent observations are ingrained within the school's prescriptive discipline plan, and parent contact is required at least once each quarter.

What is the Activity or strategy you will be using?

Training module on building tie between parents and the school, Training developed in collaboration with parents to support parent involvement.

How will you deliver the activity/strategy?

Parent Training, Online Self-guided Training

What is the timeframe for when the activity/strategy will be implemented?

(i.e., annually, quarterly, each semester, monthly, etc.)

Third Quarter

Who will be facilitating or implementing the strategy/activity?

Principal, Resource Teacher

What group will be receiving the content of the strategy/activity?

All Parents, Teachers, Specialized Instructional Support Personnel, School Administrators

How are you going to let parents know that the activity is that is available to them?

Flyer or Invitation, Email

Who are you going to coordinate with to offer the activity or implement the strategy?

Title II, Part A- Staff Training, Title I, Part A- Parent Involvement, IDEA- Federal ESE, Title IX Homeless Student Education, Early Learning Coalition

Why are you offering this activity/strategy?

Identify how perceptions effect reality and identify and barriers and possible solutions to parental participation

What is the impact you hope to achieve?

Improve Parent Participation Rates

Improve parent participation by 10%

How will you document that the activity happened?

Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes

8. How will you and your staff reach out and communicate with/work with parents as equal partners to build ties between home and school?

Include items from the assurances above that must be addressed in the PFEP.

Quarterly parent mass meetings and individual parent conferences, as well as monthly activity calendars will be the major mode of communication with parents.

How will you build parent capacity?

Parents will be solicited to provide suggestions for activities for students.

What is the Activity or strategy you will be using?

Training module on communicating with parents or diverse populations, Training developed in collaboration with parents to support parent involvement

How will you deliver the activity/strategy?

Staff Training

*What is the timeframe for when the activity/strategy will be implemented?
(i.e., annually, quarterly, each semester, monthly, etc.)*

First Quarter

Who will be facilitating or implementing the strategy/activity?

Principal, Resource Teacher

What group will be receiving the content of the strategy/activity?

Teachers

How are you going to let parents know that the activity is that is available to them?

Email, School or District Website, Campus Display on Marquee

Who are you going to coordinate with to offer the activity or implement the strategy?

Title II, Part A- Staff Training, Title III, Part A- ELL

Why are you offering this activity/strategy?

Create parent friendly notices and create a list of the required parent notifications.

What is the impact you hope to achieve?

Improve parent satisfaction, Improve Parent Participation Rates

Improve parent participation by 10%

How will you document that the activity happened?

Meeting/Training Agenda, Meeting Minutes, Meeting/Training Sign-in Sheets

9. What other evidence-based strategies/activities will you be providing to parents to improve their ability to be a full-support partner to their child at home?

Include items from the assurances above that must be addressed in the PFEP.

Each grade level is required to participate in field trips that expand the students' horizons and promote awareness of local opportunities and career paths. Parents will be encouraged to participate in these trips and the follow-up activities.

How will you build parent capacity?

Many of the field trips are payable as supplemental curricular activities under grant funding, so parents do not have to concern themselves with the cost of student admission. This will allow parents to cover their own cost or participation with ease.

What is the Activity or strategy you will be using?

The activity used to increase parent capacity and engagement are grade-level field trips.

How will you deliver the activity/strategy?

The activity will be coordinated by the classroom teacher.

*What is the timeframe for when the activity/strategy will be implemented?
(i.e., annually, quarterly, each semester, monthly, etc.)*

The field trips will take place each semester.

Who will be facilitating or implementing the strategy/activity?

The field trips will be planned as school-wide activities. The teachers are responsible for planning the trips to align with the curriculum.

What group will be receiving the content of the strategy/activity?

Parents at each grade level will have the opportunity to participate in these trips.

How are you going to let parents know that the activity is that is available to them?

Parents will receive flyers, mass messages, and field trip permission forms to encourage their participation.

Who are you going to coordinate with to offer the activity or implement the strategy?

Coordination will occur between parents, teachers, school, and grant managers at the district level.

Why are you offering this activity/strategy?

These activities are high-interest and accessible, making them ideal for our population.

What is the impact you hope to achieve?

Through these field trips, we hope to facilitate increased exposure to local opportunities, and build stronger relationships between parents and teachers.

How will you document that the activity happened?

Completed participation forms and follow up activities will be used as documentation for the trips.

10. What did you say you were going to do last year in your PFEP to help parents?

*Review the activities you said you were going to do in last year's PFEP.
List all activities separately.*

Last year, we focused on increasing positive publicity and exposure.

What was the Activity?

Building communication between home and school via Social Media Posts highlighting school events.

How often did you offer it?

Parents and community members received weekly updates via social media to engage them and keep them abreast of school events and activities.

How many parents and/or staff participated?

Hundreds of parents participated and used the Social Media posts.

What was the goal of the activity?

Increased parent and school involvement and positive interaction.

What outcomes did you see as a result of the activity?

Parents shared information related to the school with their families and other community members, and the school became more recognizable, with parents beginning to reference the school's page as a source of information.

11. What did you say you were going to do last year in your PFEP to help parents?

*Review the activities you said you were going to do in last year's PFEP.
List all activities separately.*

CES Established a resource room as a means of providing assistance to parents.

What was the Activity?

The resource room was stocked with school supplies, clothing, and personal items.

How often did you offer it?

The resource room was available throughout the year.

How many parents and/or staff participated?

There were 30 parents, in particular, who made regular use of the resource room. All 10 of the teachers contribute to the items in the resource room, and our operations team (custodial staff) was responsible for ensuring the area was tidy and inviting.

What was the goal of the activity?

To provide support to parents who may not have the means to provide necessities for all their children.

What outcomes did you see as a result of the activity?

Parents are more trusting of the school and school personnel, and feel comfortable coming to make requests and discuss their needs.

12. What did you say you were going to do last year in your PFEP to help parents?

*Review the activities you said you were going to do in last year's PFEP.
List all activities separately.*

Last year, CES hosted parent meetings in order to inform parents about student progress and school events.

What was the Activity?

Quarterly Parent Meetings

How often did you offer it?

The parent meetings occurred at the end of each quarter.

How many parents and/or staff participated?

25-30 parents participated, and all staff member (30) participated in the parent meetings on a regular basis.

What was the goal of the activity?

The goal of the parent meetings was to ensure that parents had all information necessary to aid in their students' success.

What outcomes did you see as a result of the activity?

The parents were not extremely responsive to the face-to-face mass meetings, but responded better to individual meetings.

Possible People who can facilitate activities:

- Principal
- Assistant principal
- Guidance counselor
- Consultant
- Teacher
- SAC
- Professional Learning Team
- Parent Services Team
- Technology Staff
- Federal Programs Staff
- ESE Staff
- EL/Migrant Staff
- Assessment Staff
- Technology Staff
- Elementary Education Staff
- Secondary Education Staff
- CTE Education Staff
- Parents
- Community/Business Members

Possible communication tools:

- Newsletter
- Skyward
- Parent Portal
- Skylert
- Facebook
- School Marquee
- Flyers
- Invitations
- Email
- District or school website
- Backpack
- School/parent handbook

Possible documentation:

- Agenda
- Presentation documents
- Presentation recordings
- Sign-in sheets
- Skylert reports
- Meeting minutes
- Meeting handouts
- Completed surveys

Possible Capacity Activity:

- ELA training

- Math training
- Science training
- Social Studies training
- Standards training
- Literacy workshops
- Assessment training
- Intervention training
- End of Course prep
- Industry Standards
- CTE training
- Report Card training
- Behavior training
- SEL training
- PBIS training
- Data Chats
- Curriculum nights
- Parent Expos
- College Awareness
- DLOPI
- Resource Center
- SAC training
- Parent Portal training
- Title I training
- Training on values
- Training on communication
- Training on relationships
- Training n collaboration
- Technology training
- Safety training
- Credit recovery training
- Health/nutrition training
- Drug/opioid training
- Physical fitness training
- Research training
- Copyright training

2024-2025 Title I, Parent and Family Engagement Plan (PFEP)

SCHOOL NAME: Carter-Parramore Academy

I, Catina Simmons-Russ, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal program staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited. As the leader of this school, I certify that I will agree to and uphold the following assurances.

ASSURANCES

- The school will be governed by the statutory definition of parent involvement, and will not carry out programs, activities, and procedures in accordance with the definition outlined in the Elementary and Secondary Education Act
- The school shall offer parents multiple opportunities to attend parent meetings to provide input in decisions relating to the education of their children.
- The school shall involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent

Title I Meeting

- The school shall convene an annual Title I meeting, at a convenient time for parents, to which all parents of participating children shall be invited and encouraged to attend.
- The annual Title I meeting shall provide parents with a description and explanation of the curriculum in use, the academic assessments used to measure student progress, and the achievement levels of state standards.
- The annual Title I meeting shall provide parents with an understanding of Title I and what it can do for their child.
- The annual Title I meeting shall provide parents with an understanding of their rights to know the qualifications of the staff at the Title I school and their right to be informed if the Title I staff do not meet the state definition of qualified or in-field.
- Parents shall be informed of their right to participate in the development of the Parent and Family Engagement Plan (PFEP), the Title I schoolwide plan, and the School Improvement plans (SIP).
- Parents shall be informed about the school accountability grade and that of the district.
- Parents shall be informed about how the school plans to improve their accountability grade so that all students reach grade-level proficiency.

Parent and Family Engagement Plan (PFEP)

- The school will **jointly develop** with, **and distribute** to, parents and family members of participating children, a written PFEP, agreed upon by such parents, that shall describe the means for carrying on the requirements of parent involvement - Section 1116(b)(1).
- Parents shall be given an opportunity to review the previous year's PFEP annually.

- If the PFEP does not meet parent needs, the parents shall be given an opportunity for input into changes of the PFEP.
- The PFEP shall be updated periodically to meet the changing needs of the parents and the school.
- The PFEP shall include strategies for parents to understand the State Standards, the State Assessment, and how to monitor their child's progress and work.
- The PFEP shall provide training and resources to help parents work with their children at home to improve their academic achievement.
- The PFEP shall provide strategies for educating teachers, support personnel, and school leaders to better assist parents, communicate more effectively with parents, and value the contributions of parents – working with them as equal partners and encouraging them to fully participate in the education of their children.
- The PFEP shall provide strategies to build ties between parents and the school.
- The PFEP shall, to the extent possible, plan to coordinate and integrate parent involvement of all Federal, State, and local programs.
- The PFEP shall include parents of all subgroups (English Language Learners EL; Exceptional Student Education ESE; Migrant; Homeless; and Neglected/Delinquent) and provide them with the same information and opportunities in a language and manner that is practicable so they can understand it.
- The PFEP shall be distributed to parents and the community in an understandable and uniform format and to the extent practicable, in a language that parents can understand.
- The PFEP may provide literacy training for parents with the set aside allocation.
- The PFEP may pay reasonable expenses necessary to remove barriers of child care to enable parents to participate in school-related meetings and trainings.

School-Parent Compact

- The school shall jointly develop a **school-parent compact** annually that outlines how parents, the entire school staff, and students will share responsibility for improved student academic achievement.
- The compact shall include the means by which the school and parents will build and develop a partnership to help children achieve academic standards.
- The compact shall describe the school's responsibility to provide high-quality curriculum and instruction to enable children to meet the Standards.
- The compact shall describe the ways in which each parent is responsible for supporting their child's learning.
- The compact shall offer parents an opportunity to volunteer in their child's classroom.
- The compact shall offer parents reasonable access to staff and the classroom.
- The compact shall spell out how parents can participate in decisions relating to their child's education and their responsibility to monitor the positive use of their child's extracurricular time.
- The compact shall address the importance of regular two-way communication between teachers and parents on an ongoing basis.
- For elementary students, the compact must include how the school will discuss the compact with the parent as it relates to the child's achievement. This must be done annually.
- The compact shall address providing frequent reports to parents on children's progress.

Celina A. Dunlap-Russ

Signature of Principal

10/4/2024

Date

MISSION STATEMENT

We are committed to providing a safe and inclusive environment where every student can thrive academically, socially, and emotionally. We believe in providing a well-rounded education that prepares students for the challenges and opportunities of a rapidly changing world.

INVOLVEMENT OF PARENTS

Explain how the school will involve all parents in an ongoing and timely manner in the planning, review and improvement of Title I and how all parents will be involved in decisions about how parent involvement money will be used to support this PFEP

Carter-Parramore Academy involves stakeholders through the implementation of a School Advisory Council (SAC) with an annual Title I meeting, monthly community meetings, and various parent night out activities. School Board policy requires that all schools have an active SAC with the appropriate mix of stakeholders. School Advisory meetings will be held monthly at a time feasible for the committee. The annual Title I meeting will be scheduled in September and community meetings held at the Superintendent's discretion. Stakeholder input is recorded through SAC minutes and online parent, student and/or community surveys.

ACCESSIBILITY

Explain how the school will provide opportunities for all parents to participate in parent involvement activities, how the school will share information related to the school with parents, and how the school will provide all information in an understandable language. Include all subgroups: ESE, EL, Homeless, Migrant, Foster, Neglected/Delinquent.

Carter-Parramore Academy involves stakeholders through the implementation of a School Advisory Council (SAC) with an annual Title I meeting, monthly community meetings, and various parent night out activities. School Board policy requires that all schools have an active SAC with the appropriate mix of stakeholders. School Advisory meetings will be held monthly at a time feasible for the committee. The annual Title I meeting will be scheduled in September and community meetings held at the Superintendent's discretion. Stakeholder input is recorded through SAC minutes and online parent, student and/or community surveys.

1. What is your overall strategy for Parent Involvement in Student Achievement?

Include items from the assurances above that must be addressed in the PFEP.

- The school shall offer parents multiple opportunities to attend parent meetings to provide input in decisions relating to the education of their children.
- The PFEP shall provide strategies to build ties between parents and the school.
- The PFEP shall include parents of all subgroups (English Language Learners EL; Exceptional Student Education ESE; Migrant; Homeless; and Neglected/Delinquent) and provide them with the same information and opportunities in a language and manner that is practicable so they can understand it

How will you build parent capacity?

The school will employ an open door policy wherein parents may visit the Principal and staff at a time convenient for them. The school will keep parents informed of student progress, attendance and discipline regularly.
<i>What is the Activity or strategy you will be using?</i>
Parents will be invited to various Parent activities, invited on field trips and school meetings that address the needs of the students. Post secondary readiness planning meetings with the school counselor, students and parents to discuss postsecondary opportunities.
<i>How will you deliver the activity/strategy?</i>
Face to face, Powerpoint presentations, flyers, newsletters, and/or virtual meetings.
<i>What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)</i>
Each semester
<i>Who will be facilitating or implementing the strategy/activity?</i>
School Administrators, Parent Liaison, Guidance Counselor, teachers and/or staff.
<i>What group will be receiving the content of the strategy/activity?</i>
All parents and teachers
<i>How are you going to let parents know that the activity is that is available to them?</i>
The District's Parent Portal through FOCUS, school flyers and/or social media will be utilized to communicate with parents.
<i>Who are you going to coordinate with to offer the activity or implement the strategy?</i>
Title I Parent Involvement, IDEA- Federal ESE, Title III, Part A- ELL, Title I, Part C Migrant Student Education, Title VI- Rural Education Program, Title IX Homeless Student Education, and Title II, Part A- Staff Training
<i>Why are you offering this activity/strategy?</i>
To inform parents of ways to assist with vocabulary and comprehension; to provide parents with the training and the tools to assist their children at home; and to provide parents with an understanding of the testing standards and how standards are scored so that they can work with children to reach higher expectations
<i>What is the impact you hope to achieve?</i>
Increased student achievement, parental involvement, improved student discipline and attendance.
<i>How will you document that the activity happened?</i>
Meeting/training agendas, sign-in sheets, meeting minutes, monthly attendance and discipline reports.

2. How are you going to provide parents with an understanding of the requirements of Title I and their rights under Title I?
<i>Include items from the assurances above that must be addressed in the PFEP.</i>
The annual Title I meeting shall provide parents with an understanding of Title I and what it can do for their child.
<i>How will you build parent capacity?</i>
Provide Information on the Title I Program, training module on building ties between parents and the school, and school advisory council meetings
<i>What is the Activity or strategy you will be using?</i>
Annual Title I Parent Meeting and/or School Advisory Council Meetings
<i>How will you deliver the activity/strategy?</i>
Face to Face
<i>What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)</i>
At the conclusion of each grading period.
<i>Who will be facilitating or implementing the strategy/activity?</i>
Principal, Parent Liaison, SAC
<i>What group will be receiving the content of the strategy/activity?</i>
Parents, students, teachers, staff, community
<i>How are you going to let parents know that the activity is available to them?</i>
Parent Portal, School marquee, flyers
<i>Who are you going to coordinate with to offer the activity or implement the strategy?</i>
Title I, Part A- Parent Involvement, Title I, Part C- Migrant Student Education, Title III, Part A- ELL, and IDEA- Federal ESE SAC, Federal Programs Staff
<i>Why are you offering this activity/strategy?</i>
To provide parents with awareness and knowledge of the Title I program so that they are better able to assist their children, understand the qualifications of the staff and be fully aware of test results for the district and the school.
<i>What is the impact you hope to achieve?</i>
Increased Parental awareness of the Title 1 program
<i>How will you document that the activity happened?</i>

Meeting/training agenda, meeting/training sign-in sheets, meeting minutes, and meeting/training handouts

3. How will you provide parents with an understanding of the state and local assessments you will be using and the school/district report card?

Include items from the assurances above that must be addressed in the PFEP.

The PFEP shall include strategies for parents to understand the State Standards, the State Assessment, and how to monitor their child's progress and work.

How will you build parent capacity?

Provide assistance to parents of children served to understand State and local assessments.

What is the Activity or strategy you will be using?

Schedule individual parent meetings to discuss student progress and graduation options.

How will you deliver the activity/strategy?

Face to face parent training, virtual meetings, Title I Parent Meeting

***What is the timeframe for when the activity/strategy will be implemented?
(i.e., annually, quarterly, each semester, monthly, etc.)***

Quarterly

Who will be facilitating or implementing the strategy/activity?

Principal and Guidance Counselor

What group will be receiving the content of the strategy/activity?

Parents

How are you going to let parents know that the activity is available to them?

Personal phone call, Skylert and/or notices sent home

Who are you going to coordinate with to offer the activity or implement the strategy?

Title I, Part A- Parent Involvement, Title III, Part A- ELL, and IDEA- Federal ESE

Why are you offering this activity/strategy?

To provide parent information and insight to assist students in preparation for standardized assessments.

What is the impact you hope to achieve?

Increased student performance and parental involvement

How will you document that the activity happened?

Meeting/training agenda, meeting/training sign-in sheets, meeting minutes, and meeting/training handouts

4. How will you provide parents with an understanding of the State Standards and the curriculum you will be using?
<i>Include items from the assurances above that must be addressed in the PFEP.</i>
The PFEP shall include strategies for parents to understand the State Standards, the State Assessment, and how to monitor their child's progress and work.
How will you build parent capacity?
Invite parents to Standards training, credit recovery training and/or assessment training to help parents understand the state standards and the curriculum used.
What is the Activity or strategy you will be using?
Effective utilization of parent/teacher communication tool(s), understanding the Florida Standards Assessment Student Report, understanding i-Ready diagnostic report, understanding STAR diagnostic, Parent Teacher Expos, provide other resources that eliminate barriers to greater participation, enhance parent resource center at the school, and SAC meetings
How will you deliver the activity/strategy?
Face to face parent trainings, Title I annual meeting, SAC
What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)
Each semester
Who will be facilitating or implementing the strategy/activity?
Principal, Guidance Counselor, ESE Department
What group will be receiving the content of the strategy/activity?
Parents, teachers and staff
How are you going to let parents know that the activity is that is available to them?
Newsletter, school marquee, social media
Who are you going to coordinate with to offer the activity or implement the strategy?
Title I, Family and Parent engagement, and district staff
Why are you offering this activity/strategy?
To provide assistance to parents of children served on how to understand the state standards and the curriculum used.
What is the impact you hope to achieve?
Improved parental awareness and student outcomes.
How will you document that the activity happened?
Meeting/training agenda, meeting/training sign-in sheets, meeting minutes, and meeting/training handouts Sign-in sheets

<p>5. How will you provide parents with an understanding about how to help their children at home and how to improve academically?</p> <p><i>Include items from the assurances above that must be addressed in the PFEP.</i></p> <p>The PFEP shall provide training and resources to help parents work with their children at home to improve their academic achievement.</p> <p>The PFEP shall provide strategies for educating teachers, support personnel, and school leaders to better assist parents, communicate more effectively with parents, and value the contributions of parents – working with them as equal partners and encouraging them to fully participate in the education of their children.</p>
<p>How will you build parent capacity?</p> <p>Provide assistance to parents of children served to understand how to help their children at home and how to improve academically.</p>
<p>What is the Activity or strategy you will be using?</p> <p>Effective utilization of parent/teacher communication tool(s), understanding the Florida Standards Assessment Student Report, understanding i-Ready diagnostic report, understanding STAR diagnostic, Parent Teacher Expos, provide other resources that eliminate barriers to greater participation, enhance parent resource center at the school, and SAC meetings</p>
<p>How will you deliver the activity/strategy?</p> <p>Literacy workshops, Intervention training, Parent Portal training</p>
<p>What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)</p> <p>Quarterly</p>
<p>Who will be facilitating or implementing the strategy/activity?</p> <p>Principal, Guidance Counselor, Social Worker</p>
<p>What group will be receiving the content of the strategy/activity?</p> <p>Parents</p>
<p>How are you going to let parents know that the activity is that is available to them?</p> <p>Skylert, school and district website, and flyers or invitations</p>
<p>Who are you going to coordinate with to offer the activity or implement the strategy?</p> <p>Title I, Family and Parent engagement, and district staff</p>
<p>Why are you offering this activity/strategy?</p> <p>Provide assistance to parents of children served to understand how to help their children at home and how to improve academically</p>

<i>What is the impact you hope to achieve?</i>
Increased student achievement
<i>How will you document that the activity happened?</i>
Meeting/training agenda, meeting/training sign-in sheets, meeting minutes, and meeting/training handouts

6. <i>How will you provide assistance to parents in understanding how to monitor their child's progress?</i>
<i>Include items from the assurances above that must be addressed in the PFEP.</i>
Provide training and resources to help parents work with their children at home to improve their academic achievement
<i>How will you build parent capacity?</i>
Provide assistance to parents of children served to understand how to monitor their child's progress.
<i>What is the Activity or strategy you will be using?</i>
Effective utilization of parent/teacher communication tool(s), Understanding the Florida Standards Assessment Student Report, Understanding i-Ready Diagnostic Report, Understanding STAR diagnostic, Parent Teacher Expos, Provide other resources that eliminate barriers to greater participation, Enhance Parent Resource Center at the School, School Advisory Council Meetings
<i>How will you deliver the activity/strategy?</i>
Parent Training, Parent / Teacher Conference, and Data Chat meetings
<i>What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)</i>
Quarterly
<i>Who will be facilitating or implementing the strategy/activity?</i>
Principal, School Counselor
<i>What group will be receiving the content of the strategy/activity?</i>
Parents, teachers, and staff
<i>How are you going to let parents know that the activity is that is available to them?</i>
Skylert, school and district website, and flyers or invitations
<i>Who are you going to coordinate with to offer the activity or implement the strategy?</i>
Title I, Family and Parent engagement, and district staff

<i>Why are you offering this activity/strategy?</i>
To provide assistance to parents of children served to understand how to monitor their child's progress.
<i>What is the impact you hope to achieve?</i>
Improved student achievement
<i>How will you document that the activity happened?</i>
Meeting/training agenda, meeting/training sign-in sheets, meeting minutes, and meeting/training handouts
<i>7. How will you provide teachers and staff with training to understand the value parents can bring to the school?</i>
<i>Include items from the assurances above that must be addressed in the PFEP.</i>
Provide training to teachers and staff to understand the value parents can bring to the school.
<i>How will you build parent capacity?</i>
Provide information on Parent Engagement and Educational Programs, Conducting an effective parent/teacher conference, Training module on communicating with parents or diverse populations.
<i>What is the Activity or strategy you will be using?</i>
Provide information on Parent Engagement and Educational Programs, Conducting an effective parent/teacher conference, Training module on communicating with parents or diverse populations.
<i>How will you deliver the activity/strategy?</i>
Parent Training, Parent / Teacher Conference, and Data Chat meetings
<i>What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)</i>
Quarterly
<i>Who will be facilitating or implementing the strategy/activity?</i>
Principal, Parent Liaison, Guidance Counselor
<i>What group will be receiving the content of the strategy/activity?</i>
Parents, teachers, staff
<i>How are you going to let parents know that the activity is that is available to them?</i>
Skylert, school and district website, and flyers or invitations
<i>Who are you going to coordinate with to offer the activity or implement the strategy?</i>

Title I, Family and Parent engagement, and district staff
<i>Why are you offering this activity/strategy?</i>
Provide training to teachers and staff to understand of the value parents can bring to the school.
<i>What is the impact you hope to achieve?</i>
Increased student achievement
<i>How will you document that the activity happened?</i>
Meeting/training agenda, meeting/training sign-in sheets, meeting minutes, and meeting/training handouts

8. <i>How will you and your staff reach out and communicate with/work with parents as equal partners to build ties between home and school?</i>
<i>Include items from the assurances above that must be addressed in the PFEP.</i>
CPA will strive to build the capacity of all parents and families throughout the year by various activities and learning opportunities.
<i>How will you build parent capacity?</i>
CPA will provide both internal and external workshops and activities that strengthen these relationships throughout the school year
<i>What is the Activity or strategy you will be using?</i>
Report Card Conferences: Teachers will conduct individual conferences to discuss the student's test results, expectations, progress toward benchmarks, and individual needs. Connect Phone Messages: Increased parental awareness of school events and participation. Community Forums: Parents and students will have access to information about school events/ activities
<i>How will you deliver the activity/strategy?</i>
Face-to-Face Meetings Virtual Meetings Telephone Contact
<i>What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)</i>
Quarterly
<i>Who will be facilitating or implementing the strategy/activity?</i>
Principal, Guidance Counselor, Teachers, and Staff
<i>What group will be receiving the content of the strategy/activity?</i>
All stakeholders
<i>How are you going to let parents know that the activity is that is available to them?</i>

Connect Phone Messages • Flyers • Email • Home-to-School and School-to-Home Communication • School Website
<i>Who are you going to coordinate with to offer the activity or implement the strategy?</i>
District Parent Engagement Liaison
<i>Why are you offering this activity/strategy?</i>
To facilitate collaborative relationships with parents of children served to understand how to monitor their child's progress
<i>What is the impact you hope to achieve?</i>
Build strong partnerships between the home and school to increase student achievement
<i>How will you document that the activity happened?</i>
Parent survey, Meeting/training agenda, meeting/training sign-in sheets, meeting minutes, and meeting/training handouts

9. <i>What other evidence-based strategies/activities will you be providing to parents to improve their ability to be a full-support partner to their child at home?</i>
<i>Include items from the assurances above that must be addressed in the PFEP.</i>
CPA will strive to build the capacity of all parents and families throughout the year by various activities and learning opportunities.
<i>How will you build parent capacity?</i>
CPA will provide both internal and external workshops and activities that strengthen these relationships throughout the school year
<i>What is the Activity or strategy you will be using?</i>
Report Card Conferences: Teachers will conduct individual conferences to discuss the student's test results, expectations, progress toward benchmarks, and individual needs. Connect Phone Messages: Increased parental awareness of school events and participation. Community Forums: Parents and students will have access to information about school events/ activities
<i>How will you deliver the activity/strategy?</i>
Face-to-Face Meetings Virtual Meetings Telephone Contact
<i>What is the timeframe for when the activity/strategy will be implemented?</i> <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i>
Quarterly
<i>Who will be facilitating or implementing the strategy/activity?</i>
Parent Liaison

<i>What group will be receiving the content of the strategy/activity?</i>
Parents, students, teachers and staff.
<i>How are you going to let parents know that the activity is that is available to them?</i>
• Connect Phone Messages • Flyers • Email • Home-to-School and School-to-Home Communication • School Website
<i>Who are you going to coordinate with to offer the activity or implement the strategy?</i>
Office of Community Engagement
<i>Why are you offering this activity/strategy?</i>
To provide assistance to parents of children served to understand how to monitor their child's progress
<i>What is the impact you hope to achieve?</i>
Build strong home to school partnerships between the home and school to increase student achievement
<i>How will you document that the activity happened?</i>
Parent surveys, Meeting/training agenda. meeting/training sign-in sheets, meeting minutes, and meeting/training handouts

<i>10. What did you say you were going to do last year in your PFEP to help parents?</i>
<i>Review the activities you said you were going to do in last year's PFEP. List all activities separately</i>
Provide assistance to parents of children served to help better understand state academic standards.
<i>What was the Activity?</i>
Parent training, title I annual meetings, SAC meetings, and teacher conferences
<i>How often did you offer it?</i>
Quarterly
<i>How many parents and/or staff participated?</i>
16
<i>What was the goal of the activity?</i>
Provide information on parent engagement and educational programs, training module on parent value and contributions, and school advisory council meetings.
<i>What outcomes did you see as a result of the activity?</i>
Slight increase in student achievement, parental participation.

11. What did you say you were going to do last year in your PFEP to help parents?
<i>Review the activities you said you were going to do in last year's PFEP. List all activities separately</i>
Providing assistance to parents of children served to understand the requirements of Title I.
<i>What was the Activity?</i>
Parent conferences, Parent/student data chats
<i>How often did you offer it?</i>
Twice per student
<i>How many parents and/or staff participated?</i>
Varied 25-41
<i>What was the goal of the activity?</i>
Inform parents/student of state standards and requirements for high school graduation
<i>What outcomes did you see as a result of the activity?</i>
Increase in student scores on state assessments and parent participation.

12. What did you say you were going to do last year in your PFEP to help parents?
<i>Review the activities you said you were going to do in last year's PFEP. List all activities separately</i>
Provide assistance to parents to help better understand how to monitor their child's progress.
<i>What was the Activity?</i>
Parent training, parent/teacher conference, Guidance conferences.
<i>How often did you offer it?</i>
Quarterly
<i>How many parents and/or staff participated?</i>
15-20
<i>What was the goal of the activity?</i>
Help parents understand how they may be able to assist their children at home and monitor their progress at school.
<i>What outcomes did you see as a result of the activity?</i>
Increase student achievement and parental engagement.

13. What did you say you were going to do last year in your PFEP to help parents?
<i>Review the activities you said you were going to do in last year's PFEP. List all activities separately</i>
CPA will strive to build the capacity of all parents and families throughout the year by various activities and learning opportunities.
<i>What was the Activity?</i>
Report card conferences, data chats, community forums.
<i>How often did you offer it?</i>
Quarterly
<i>How many parents and/or staff participated?</i>
Varied 20-41
<i>What was the goal of the activity?</i>
Build parental capacity
<i>What outcomes did you see as a result of the activity?</i>
Increased parental involvement, improved student achievement.

Possible People who can facilitate activities:

- Principal
- Assistant principal
- Guidance counselor
- Consultant
- Teacher
- SAC
- Professional Learning Team
- Parent Services Team
- Technology Staff
- Federal Programs Staff
- ESE Staff
- EL/Migrant Staff
- Assessment Staff
- Technology Staff
- Elementary Education Staff
- Secondary Education Staff
- CTE Education Staff
- Parents
- Community/Business Members

Possible communication tools:

- Newsletter
- Skyward
- Parent Portal
- Skylert
- Facebook
- School Marquee
- Flyers
- Invitations
- Email
- District or school website
- Backpack
- School/parent handbook

Possible documentation:

- Agenda
- Presentation documents
- Presentation recordings
- Sign-in sheets
- Skylert reports
- Meeting minutes
- Meeting handouts
- Completed surveys

Possible Capacity Activity:

- ELA training

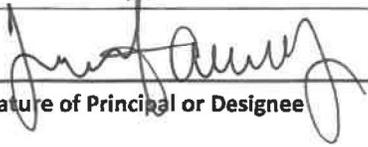
- Math training
- Science training
- Social Studies training
- Standards training
- Literacy workshops
- Assessment training
- Intervention training
- End of Course prep
- Industry Standards
- CTE training
- Report Card training
- Behavior training
- SEL training
- PBIS training
- Data Chats
- Curriculum nights
- Parent Expos
- College Awareness
- DLOPI
- Resource Center
- SAC training
- Parent Portal training
- Title I training
- Training on values
- Training on communication
- Training on relationships
- Training n collaboration
- Technology training
- Safety training
- Credit recovery training
- Health/nutrition training
- Drug/opioid training
- Physical fitness training
- Research training
- Copyright training

Crossroad Academy

I, Tireshia Galloway, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

ASSURANCES

- The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 8101(39), ESEA;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1116(b)(1) and (c)(3)];
- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1114(b)(2) and (c)(3)];
- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the school-wide program plan under section 1114(b)(2) [Section 1116(a)(2)];
- Conduct an evaluation of previous year's parent and family engagement and use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [Section 1116(a)(2)(D) and (a)(2)(E)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1116(b)(4)];
- Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1112(e)(1)(B)(i)];
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1112(e)(1)(B)(ii)];
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section 1112(e)(1)(C)];
- Provide each parent, at the beginning of the school year, the right to request information regarding any State, or District policy, procedure, or parental right to opt the child out of such assessment.


Signature of Principal or Designee

10/04/24
Date Signed

MISSION STATEMENT

Crossroad Academy Charter School believes that positive parent/family involvement is essential to student achievement and thus encourages such involvement in the school's educational planning and operations. This policy seeks to strengthen the partnership among all our parents/guardians, staff, school, the community and the board of Directors by providing for parents' involvement in decision making as members of the school-based planning teams, local parent groups, and county-wide committees. Developing training programs that help the individual parent support their child at home will further strengthen this partnership.

INVOLVEMENT OF PARENTS

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1116(b)(1), 1116(c)(3), and 1114(b)(2)]

Crossroad Academy will involve parents in all aspects of its Title I program. The School Advisory Committee (SAC) along with all other parents provide input into the development, implementation, and evaluation of the Parent Family Engagement Plan (PFEP). The annual Title I parent meeting will provide information to parents about Title I and their rights to be involved and be knowledgeable about the qualifications of the children's teachers and paraprofessionals. The meeting will also inform them of school and district grades, curriculum, school choice, and other assistances their child will receive by virtue of being in a Title I school-wide program. Other parent meetings will be held throughout the school year especially to seek parent involvement and their input regarding how the school invests federal dollars in parent activities. During the School Advisory Council (SAC meetings), input is solicited from Council members and all parents in attendance in regards to specific goals they have for the school and in decisions involving the use of parental involvement funds for parent activities to reach those goals, and how those goals relate to the development of the School Improvement Plan (SIP) by the SAC. Parents are also surveyed at least once for Title I for their input on activities and expenditures for those activities that support the PFEP and their children.

ACCESSIBILITY

Describe how the school will provide opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school shares information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1116(e)(5) and 1116(f)]

Crossroad Academy provides full opportunities for participation in parental involvement activities to all parents, students, and community members. Memos and letters announcing various parental involvement activities are reviewed for ease of readability, translatability and to make certain all special populations are included. Accommodations are provided during parent activities for special populations. There is close coordination between the school and the ESOL/EL/Migrant offices to provide appropriate services and to ensure connections to service providers are made available to parents upon identified need. Spanish translators are provided at all parent meetings and are available upon request for any other parent activities. All Skylert messages are in English and Spanish and any acronyms in written correspondence are identified and explained. Spanish translations are provided for school documents as requested. The school facilities are kept in compliance with regulations regarding access for persons with disabilities. Crossroad is a school and parent friendly facility. Parents are provided information during Open House regarding the availability of parent involvement opportunities and resources. Crossroad Academy collaborates to make sure every opportunity is given to all families for participation in parent involvement activities and to have access to important resources in a language parents can understand.

CURRENT YEAR FOCUS BASED ON PARENT INPUT

Based on SAC input and review of parent surveys, the following will be addressed through processes and Parental Involvement and Student Achievement

Building Capacity to Support Parents' Involvement in School

1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 4. Shall provide assistance to parents of children served to understand how to monitor child's progress., 5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.

Building Capacity Activity		Impact of Activity	
Florida Standards Assessment- Mathematics Grades 3-8		Improve Mathematics Achievement	Improve by 6%
Person(s) Delivering Content		Person(s) Receiving Content	
Principal, Assistant Principal, Teacher, Resource Teacher		All Parents, Teachers	
Timeline of Activity			
Calendar Timeframe		Time of Day	
First Quarter, Second Quarter		Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Day (11:00am-2:00pm)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Parent Training, Title I Annual Meeting, School Advisory Council Meeting, Parent / Teacher Conference			
Communication Tools		Coordination with:	
Skylert, School or District Website, Flyer or Invitation, Campus Dis		Title I, Part A- Parent Involvement, Title II, Part A- Staff Training, Title III, Part A- ELL, Title IX Homeless Student Education, State Voluntary Pre-K, IDEA- Federal ESE	
Evidence of Activity		Reason for Activity	
Meeting/Training Agenda, Meeting Minutes, Meeting/Training Handouts, Copies of Communication Tool Used		CRA believes involving parents in all aspects of its educational program so they can assist the school in helping ensure all student succeed academically.	
Building Capacity to Support Parents' Involvement in School			

2. Shall provide assistance to parents of children served to understand State and local assessments.

Building Capacity Activity		Impact of Activity	
Florida Standards Assessment- English Language Arts, Florida Standards Assessment- Mathematics Grades 3-8, i-Ready Diagnostic- English Language Arts, End of Course Exam- Algebra 1, Florida Standards Assessment- 5th Grade Science, Florida Standards Assessment- 8th Grade Science, End of Course Exam- Biology, Understanding the Florida Standards Assessment Student Report, Parent Teacher Expos, School Advisory Council Meetings, Effective utilization of parent/teacher communication tool(s)*		Improve parent involvement program, Improve Parent Participation Rates	Improve by 10%
Person(s) Delivering Content		Person(s) Receiving Content	
Principal, Assistant Principal, Teacher, Resource Teacher		All Parents, Teachers	
Timeline of Activity			
Calendar Timeframe		Time of Day	
Second Quarter		Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Parent Training, Title I Annual Meeting, School Advisory Council Meeting			
Communication Tools		Coordination with:	
Skylert, School or District Website, Flyer or Invitation		Title I, Part A- Parent Involvement, Title IX Homeless Student Education, Title III, Part A- ELL, State Voluntary Pre-K, IDEA- Federal ESE	
Evidence of Activity		Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes, Meeting/Training Handouts		To inform parents of ways to assist with ELA, mathematics, science, civics, biology, and algebra, To inform parents of ways to assist with ELA, mathematics, science, civics, biology, and algebra in preparation for standardized assessments	

3. Shall provide assistance to parents of children served to understand the requirements of Title I.

Building Capacity Activity		Impact of Activity	
Provide Information on the Title I Program, Training module on parent value and contributions, Provide other resources that eliminate barriers to greater participation		Improve knowledge of the Title I Program	Improve by 15%
Person(s) Delivering Content		Person(s) Receiving Content	
Assistant Principal, Guidance Counselor, School Advisory Council Chair, Teacher		All Stakeholders	
Timeline of Activity			
Calendar Timeframe		Time of Day	
First Quarter		Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Title I Annual Meeting, Online Self-guided Training, Parent / Teacher Conference, School Advisory Council Meeting			
Communication Tools		Coordination with:	

Skylert, Flyer or Invitation, Campus Display on Marquee, School or District Website		Title I, Part A- Parent Involvement, Title III, Part A-ELL, Title IX Homeless Student Education, IDEA- Federal ESE, State Voluntary Pre-K	
Evidence of Activity		Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes, Meeting/Training Handouts		To provide parents with awareness and knowledge of the Title I program so that they are better able to assist their children, understand the qualifications of the staff and be fully aware of test results for the district and the school.	
Building Capacity to Support Parents' Involvement in School			
4. Shall provide assistance to parents of children served to understand how to monitor child's progress.			
Building Capacity Activity		Impact of Activity	
English Language Arts Standards, Mathematics Standards, i-Ready Diagnostic- English Language Arts, Provide information on Parent Engagement and Educational Programs		Improve Parent Participation Rates	Improve by 5%
Person(s) Delivering Content		Person(s) Receiving Content	
Principal, Assistant Principal, Guidance Counselor, Teacher, Resource Teacher, Parent		All Parents, Teachers	
Timeline of Activity			
Calendar Timeframe		Time of Day	
Second Quarter		Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Parent Training, Parent / Teacher Conference, Data Chat meetings			
Communication Tools		Coordination with:	
Flyer or Invitation, Backpack, Skylert, Email		Title I, Part A- Parent Involvement, Title III, Part A-ELL, IDEA- Federal ESE	
Evidence of Activity		Reason for Activity	
Copies of Communication Tool Used, Parent/Teacher Conference Completed Forms (Sampling)		To improve student achievement in academic areas	
Building Capacity to Support Parents' Involvement in School			
5. Shall provide assistance to parents of children served to understand how to Improve their child's achievement.			
Building Capacity Activity		Impact of Activity	
Science Standards		Improve Science Achievement	Improve by 34%
Person(s) Delivering Content		Person(s) Receiving Content	
Teacher, Parent Services Team, Guidance Counselor		All Parents	
Timeline of Activity			
Calendar Timeframe		Time of Day	
First Quarter, Second Quarter, Third Quarter, Fourth Quarter		Morning (7:00am-10:30am), Day (11:00am-2:00pm), Afternoon (3:00pm-6:00pm)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Parent / Teacher Conference, Staff Training			

Communication Tools		Coordination with:	
Flyer or Invitation		Title I, Part A- Parent Involvement, Title III, Part A-ELL, IDEA- Federal ESE, State Voluntary Pre-K	
Evidence of Activity		Reason for Activity	
Meeting Minutes, Parent/Teacher Conference Completed Forms (Sampling)		To ensure all parents understand how to improve their child(ren) academic performance	
Building Capacity to Support Parents' Involvement in School			
6. Shall provide training to teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents in the value and utility of contributions of parents, or how to reach out to, communicate with, and work with parents as equal partners, or building ties between parents and the school.			
Building Capacity Activity		Impact of Activity	
Provide information on Parent Engagement and Educational Programs, Conducting an effective parent/teacher conference, Training module on communicating with parents or diverse populations		Improve Parent Participation Rates	Improve by 5%
Person(s) Delivering Content		Person(s) Receiving Content	
Guidance Counselor, Consultant, Professional Learning Team, Parent Services Team		Teachers, Professional Learning Team, Other Staff	
Timeline of Activity			
Calendar Timeframe		Time of Day	
First Quarter		Afternoon (3:00pm-6:00pm), Day (11:00am-2:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Staff Training, Online Self-guided Training, Professional Learning Community			
Communication Tools		Coordination with:	
Flyer or Invitation, Email		Title II, Part A- Staff Training	
Evidence of Activity		Reason for Activity	
Meeting/Training Agenda, Meeting Minutes, Meeting/Training Handouts, Copies of Communication Tool Used		To ensure all teachers know how to effectively communicate and work with parents and colleagues	
Building Capacity to Support Parents' Involvement in School			
7. Shall provide training to teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents in how to reach out to, communicate with, and work with parents as equal partners.			
Building Capacity Activity		Impact of Activity	
Training module on communicating with parents or diverse populations, Training developed in collaboration with parents to support parent involvement, Provide information on Parent Engagement and Educational Programs, Training module on parent value and contributions		Improve parent satisfaction	Improve by 5%
Person(s) Delivering Content		Person(s) Receiving Content	
Guidance Counselor, Professional Learning Team, Consultant		Teachers	
Timeline of Activity			
Calendar Timeframe		Time of Day	
First Quarter, Second Quarter		Afternoon (3:00pm-6:00pm), Day (11:00am-2:00pm), Evening (6:00pm-8:00pm), Weekend (9 a.m. - noon)	

METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Staff Training		
Communication Tools		Coordination with:
Flyer or Invitation, School or District Website, Email		Title II, Part A- Staff Training
Evidence of Activity		Reason for Activity
Meeting/Training Sign-in Sheets, Copies of Communication Tool Used, Meeting/Training Agenda		To improve ties between home and school , To improve communication between home and school
Building Capacity to Support Parents' Involvement in School		
8. Shall provide training to teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents in building ties between parents and the school.		
Building Capacity Activity		Impact of Activity
Training module on building tie between parents and the school		Improve Parent Participation Rates, Improve parent involvement program
		Improve by 5%
Person(s) Delivering Content		Person(s) Receiving Content
Guidance Counselor, Professional Learning Team, Parent Services Team		Teachers, School Administrators, Other Staff
Timeline of Activity		
Calendar Timeframe		Time of Day
First Quarter, Second Quarter		Afternoon (3:00pm-6:00pm), Evening (6:00pm-8:
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Staff Training, Online Self-guided Training, Professional Learning Community		
Communication Tools		Coordination with:
Flyer or Invitation, Email		Title II, Part A- Staff Training, Title I, Part A- Parent Involvement
Evidence of Activity		Reason for Activity
Meeting/Training Sign-in Sheets, Meeting/Training Agenda		To improve ties between home and school
Building Capacity to Support Parents' Involvement in School		
9. May pay reasonable and necessary expenses associated with local parental involvement activities to enable parents to participate in school-related meetings and training sessions.		
Building Capacity Activity		Impact of Activity
Provide other resources that eliminate barriers to greater participation, Provide childcare at activity to eliminate barriers to greater participation		Improve Parent Participation Rates, Improve parent satisfaction, Improve parent involvement program
		Improve by 5%
Person(s) Delivering Content		Person(s) Receiving Content
Principal		All Parents
Timeline of Activity		
Calendar Timeframe		Time of Day
First Quarter, Third Quarter		Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Weekend (9 a.m. - noon)
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Parent Training, Parent / Teacher Conference		

Communication Tools		Coordination with:	
Campus Display on Marquee, Skylert, Flyer or Invitation, School or District Website		Title I, Part A- Parent Involvement, Title III, Part A- ELL, IDEA- Federal ESE	
Evidence of Activity		Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets		To increase parent participation at school-level meetings	
Building Capacity to Support Parents' Involvement in School			
13. May establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under Title I Parent Involvement.			
Building Capacity Activity		Impact of Activity	
Provide information on Parent Engagement and Educational Programs		Improve knowledge of the Title I Program	Improve by 5%
Person(s) Delivering Content		Person(s) Receiving Content	
Director of Federal Programs, Director of Elementary Education, Director of Secondary Education, Parent Services Team		All Stakeholders, Community Members	
Timeline of Activity			
Calendar Timeframe		Time of Day	
First Quarter, Second Quarter, Third Quarter, Fourth Quarter		Evening (6:00pm-8:00pm), Day (11:00am-2:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Parent Training, School Advisory Council Meeting			
Communication Tools		Coordination with:	
Skylert, School or District Website, Flyer or Invitation		Title I, Part A- Parent Involvement	
Evidence of Activity		Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets		To improve parent relations with the school district	
EVALUATION OF PREVIOUS YEAR'S IMPLEMENTATION			
1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 4. Shall provide assistance to parents of children served to understand how to monitor child's progress., 5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.			
ACTIVITY		NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Back to school Events		2	500
ESTABLISHED GOAL		ACTUAL OUTCOME(S)	
Shared student progression in regards to classwork and assessment data		Parents were informed on the changes in standards and curriculum for the school year and how to best help their students at home. The faith-based community informed parents on after school programs and tutoring services offered at their churches. Research has shown that when parents and community join forces, student academics is positively affected.	

BUILDING CAPACITY ADDRESSED		
1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.		
ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Building Ties between home and School	3	300
ESTABLISHED GOAL	ACTUAL OUTCOME(S)	
Shared student progression in regards to classwork and assessment data, Shared content specific strategies to increase parents' knowledge of standards assessed in various core subject areas	Staff participated in parent -communication professional development; This activity including role playing and how to handle parent-teacher conferences. When parents and teachers foster positive relationships, students benefit from the support of both stakeholders.	
ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Parent involvement training	1	100
ESTABLISHED GOAL	ACTUAL OUTCOME(S)	
Shared strategies for working with children at home; shared awareness of standards and how to maximize performance	Staff were trained on a variety of ways to involve parents in their chil	
ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Curriculum Expectations	2	50-100
ESTABLISHED GOAL	ACTUAL OUTCOME(S)	
Shared student progression in regards to classwork and assessment data, Shared content specific strategies to increase parents' knowledge of standards assessed in various core subject areas	Informed parents of school curriculum expectations	
ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Parent Expo	3	400
ESTABLISHED GOAL	ACTUAL OUTCOME(S)	
Shared strategies for working with children at home; shared awareness of standards and how to maximize performance	Informed parents of student progress	
ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Parent Partner Program	1	50-100
ESTABLISHED GOAL	ACTUAL OUTCOME(S)	
Shared student progression in regards to classwork and assessment data, Shared content specific strategies to increase parents' knowledge of standards assessed in various core subject areas	Students will gain assistance from parents which will impact their achievement	

ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Parent Volunteer/Conference	1	50
ESTABLISHED GOAL	ACTUAL OUTCOME(S)	
Shared strategies for working with children at home; shared awareness of standards and how to maximize performance	Parents are made aware of their child's academic progress so that they will be able to continuously monitor progress to ensure academic success	
Activities Not Implemented		
none		

1. Shall provide assistance to parents of children served to understand State academic standards.
2. Shall provide assistance to parents of children served to understand State and local assessments.
3. Shall provide assistance to parents of children served to understand the requirements of Title I.
4. Shall provide assistance to parents of children served to understand how to monitor child's progress.
5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.
6. Shall provide training to teachers, specialized instructional support personnel, principals, other school leaders, and other s
7. May involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness
8. May provide necessary literacy training from funds received under this part if the District has exhausted all other reasonable
9. May pay reasonable and necessary expenses associated with local parental involvement activities to enable parents to par
10. May train parents to enhance the involvement of other parents.
11. May conduct in-home conferences between teachers or other educators, who work directly with participating children, w
12. May adopt and implement model approaches to improving parental involvement.
13. May establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in p
14. May develop appropriate roles for community-based organizations and businesses in parent involvement activities.

English Language Arts Standards
Florida Standards Assessment- English Language Arts
i-Ready Diagnostic- English Language Arts
District Standards Assessment Grades 6-12- English Language Arts
Mathematics Standards
Florida Standards Assessment- Mathematics Grades 3-8
End of Course Exam- Algebra 1
End of Course Exam- Geometry
End of Course Exam- Algebra 2
Science Standards
Florida Standards Assessment- 5th Grade Science
Florida Standards Assessment- 8th Grade Science
End of Course Exam- Biology
Civics Standards
End of Course Exam- Civics
U.S. History Standards
End of Course Exam- US History
Industry Certification Standards
Industry Certification Assessments
Improve Student Behavior*
Understanding the Florida Standards Assessment Student Report
Understanding i-Ready Diagnostic Report
Understanding STAR diagnostic
Understanding Edgenuity Reports
Understanding Report Cards
Technology Instructional Tools
Technology Safety
Parent Teacher Expos
Curriculum nights
Data Chats
College Awareness Night
DLOPI Training
Enhance Parent Resource Center at School
Develop Parent Resource Center at School
School Advisory Council Meetings
Technology Copyright Piracy
Provide Information on the Title I Program
Provide information on Parent Engagement and Educational Programs
Conducting an effective parent/teacher conference
Effective utilization of parent/teacher communication tool(s)*
Training module on parent value and contributions
Training module on communicating with parents or diverse populations
Training module on building tie between parents and the school
Effective relationship building with community-based organizations and businesses
Training developed in collaboration with parents to support parent involvement
Provide childcare at activity to eliminate barriers to greater participation
Provide other resources that eliminate barriers to greater participation

Improve English Language Arts Achievement
Improve Mathematics Achievement
Improve Science Achievement
Improve History Achievement
Improve Industry Certification rates
Improve Discipline
Improve Student Attendance
Improve Parent Participation Rates
Improve knowledge of the Title I Program
Improve parent satisfaction
Improve parent involvement program

Principal
Assistant Principal
Guidance Counselor
Consultant
Teacher
School Advisory Council Chair
Professional Learning Team
Resource Teacher
Parent Services Team
Technology Staff
Director of Federal Programs
Director of Exceptional Student Education
Assessment Coordinator
Director of Elementary Education
Director of Secondary Education
Director of Career and Technical Education
Parent
Community Member
Community Organization
Business Member

All Parents
Parents of ESE Students
Parents of ELL Students
Parents of At-Risk Students
Professional Learning Team
Community Members
Business Member
Teachers
Specialized Instructional Support Personnel
School Administrators
All Stakeholders
Other Staff

First Quarter
Second Quarter
Third Quarter
Fourth Quarter
Summer
Open House

Morning (7:00am-10:30am)
Day (11:00am-2:00pm)
Weekend (9 a.m. - 1 p.m)
Weekend (9 a.m. - noon)
Summer
Afternoon (3:00pm-6:00pm)
Evening (6:00pm-8:00pm)

Parent Training
School Advisory Council Meeting
Title I Annual Meeting
Staff Training
District wide parent training
Annual Parent Input Training
Data Chat meetings
Online Self-guided Training
Regional or State Conference
Professional Learning Community
Parent / Teacher Conference
Communication Tool (Detailed in Communication)

Newsletter
Skyward Student Data System
Facebook
Campus Display on Marquee
Skylert
Flyer or Invitation
Email
School or District Website
Backpack
District Parent Resource Calendar
Student School Handbook

Title I, Part A- Parent Involvement
Title I, Part A
Title I, Part C- Migrant Student Education
Title I, Part D- Neglected, Delinquent or At-Risk Youth
Title II, Part A- Staff Training
Title III, Part A- ELL
Title VI- Rural Education Program
Title IX Homeless Student Education
IDEA- Federal ESE
State and Local ESE
State Voluntary Pre-K
Headstart- Federal Pre-K
Early Learning Coalition
21st CCLC
District Technology
District Positive Behavior Support
District MTSS Process
Parent Involvement Resource Center
Parent developed resource
All Federal, State and Local resources coordinate to support
Volunteers
Community Organization(s)

Meeting/Training Agenda
Purchasing Documents for Meeting/Training
Meeting/Training Sign-in Sheets
Copies of Communication Tool Used
Meeting Minutes
Meeting/Training Handouts
Parent/Teacher Conference Completed Forms (Sampling)

2024-2025 Title I, Parent and Family Engagement Plan (PFEP)

SCHOOL NAME: GADSDEN COUNTY HIGH SCHOOL

I, Tamika Hughes-Leeks, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal program staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited. As the leader of this school, I certify that I will agree to and uphold the following assurances.

ASSURANCES

- The school will be governed by the statutory definition of parent involvement, and will not carry out programs, activities, and procedures in accordance with the definition outlined in the Elementary and Secondary Education Act
- The school shall offer parents multiple opportunities to attend parent meetings to provide input in decisions relating to the education of their children.
- The school shall involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent

Title I Meeting

- The school shall convene an annual Title I meeting, at a convenient time for parents, to which all parents of participating children shall be invited and encouraged to attend.
- The annual Title I meeting shall provide parents with a description and explanation of the curriculum in use, the academic assessments used to measure student progress, and the achievement levels of state standards.
- The annual Title I meeting shall provide parents with an understanding of Title I and what it can do for their child.
- The annual Title I meeting shall provide parents with an understanding of their rights to know the qualifications of the staff at the Title I school and their right to be informed if the Title I staff do not meet the state definition of qualified or in-field.
- Parents shall be informed of their right to participate in the development of the Parent and Family Engagement Plan (PFEP), the Title I schoolwide plan, and the School Improvement plans (SIP).
- Parents shall be informed about the school accountability grade and that of the district.
- Parents shall be informed about how the school plans to improve their accountability grade so that all students reach grade-level proficiency.

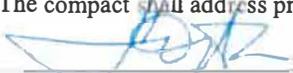
Parent and Family Engagement Plan (PFEP)

- The school will jointly develop with, and distribute to, parents and family members of participating children, a written PFEP, agreed upon by such parents, that shall describe the means for carrying on the requirements of parent involvement – Section 1116(b)(1).
- Parents shall be given an opportunity to review the previous year's PFEP annually.

- If the PFEP does not meet parent needs, the parents shall be given an opportunity for input into changes of the PFEP.
- The PFEP shall be updated periodically to meet the changing needs of the parents and the school.
- The PFEP shall include strategies for parents to understand the State Standards, the State Assessment, and how to monitor their child's progress and work.
- The PFEP shall provide training and resources to help parents work with their children at home to improve their academic achievement.
- The PFEP shall provide strategies for educating teachers, support personnel, and school leaders to better assist parents, communicate more effectively with parents, and value the contributions of parents – working with them as equal partners and encouraging them to fully participate in the education of their children.
- The PFEP shall provide strategies to build ties between parents and the school.
- The PFEP shall, to the extent possible, plan to coordinate and integrate parent involvement of all Federal, State, and local programs.
- The PFEP shall include parents of all subgroups (English Language Learners EL; Exceptional Student Education ESE; Migrant; Homeless; and Neglected/Delinquent) and provide them with the same information and opportunities in a language and manner that is practicable so they can understand it.
- The PFEP shall be distributed to parents and the community in an understandable and uniform format and to the extent practicable, in a language that parents can understand.
- The PFEP may provide literacy training for parents with the set aside allocation.
- The PFEP may pay reasonable expenses necessary to remove barriers of child care to enable parents to participate in school-related meetings and trainings.

School-Parent Compact

- The school shall jointly develop a **school-parent compact** annually that outlines how parents, the entire school staff, and students will share responsibility for improved student academic achievement.
- The compact shall include the means by which the school and parents will build and develop a partnership to help children achieve academic standards.
- The compact shall describe the school's responsibility to provide high-quality curriculum and instruction to enable children to meet the Standards.
- The compact shall describe the ways in which each parent is responsible for supporting their child's learning.
- The compact shall offer parents an opportunity to volunteer in their child's classroom.
- The compact shall offer parents reasonable access to staff and the classroom.
- The compact shall spell out how parents can participate in decisions relating to their child's education and their responsibility to monitor the positive use of their child's extracurricular time.
- The compact shall address the importance of regular two-way communication between teachers and parents on an ongoing basis.
- For elementary students, the compact must include how the school will discuss the compact with the parent as it relates to the child's achievement. This must be done annually.
- The compact shall address providing frequent reports to parents on children's progress.



Signature of Principal

October 30, 2024

Date

MISSION STATEMENT

Gadsden County High School, in partnership with community stakeholders, will provide world class customer service, a safe environment and positive school culture. The core curriculum will be diverse, standards aligned and relevant, considering the various learning styles of all students.

INVOLVEMENT OF PARENTS

Explain how the school will involve all parents in an ongoing and timely manner in the planning, review and improvement of Title I and how all parents will be involved in decisions about how parent involvement money will be used to support this PFEP.

Gadsden County High School believes in involving parents in all aspects of its Title I programming; therefore, our school will encourage parents to become active members of our School Advisory Council (SAC). More than 50 percent of the members of the SAC are required to be parent (non-employee) representatives. The SAC is responsible for developing, implementing, and evaluating the school level plans, including the School Improvement Plan (SIP) and Parent and Family Engagement Plan (PFEP). Therefore, parents will be provided opportunities to give input in the development and decision-making process of all Title I activities related to the school. An annual evaluation will be conducted using surveys completed by stakeholders. The results will be analyzed to evaluate the effectiveness of the school's parent involvement program. Parents may request additional support either directly through their child's teacher or grade level administrator. A parent may also request support during regularly scheduled SAC or PTA meetings.

ACCESSIBILITY

Explain how the school will provide opportunities for all parents to participate in parent involvement activities, how the school will share information related to the school with parents, and how the school will provide all information in an understandable language. Include all subgroups: ESE, EL, Homeless, Migrant, Foster, Neglected/Delinquent.

Gadsden County High School will make the Parent and Family Engagement Plan (PFEP) available to parents in all languages represented at the school site on the school's website. A hard copy of the PFEP will be housed in the "Parent Station" located in the front office and will be copied upon parent request. Written communication may be requested to be translated in languages other than English. Upon parent request, a translator will be made available at parent meetings and in the school office to provide translation services to ensure that parents are able to fully participate in parent meetings. American Sign Language (ASL) translation services will also be made available upon parent request.

1. What is your overall strategy for Parent Involvement in Student Achievement?
Include items from the assurances above that must be addressed in the PFEP.

How will you build parent capacity?

We provide parents of scholars in grades 9-11 with quarterly workshops in person and virtually to discuss best practices, strategies for support in the home environment, review of schoolwide strategies and individual student data.

What is the Activity or strategy you will be using?

College and career-readiness workshops provided by community partners. Exploration workshops introducing in-district, career-technical programming. Family planning and academic advisement workshops provided by our student services team.
<i>How will you deliver the activity/strategy?</i>
Workshops will be presented face-to-face and recorded to provide access for families in the future.
<i>What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)</i>
Workshops will be presented quarterly.
<i>Who will be facilitating or implementing the strategy/activity?</i>
Workshops will be facilitated by our FSU and FAMU Trio Program partners, the GTC and GCHS CTE staff and our GCHS Scholar Services team members.
<i>What group will be receiving the content of the strategy/activity?</i>
These workshops will be tailored to GCHS families and scholars.
<i>How are you going to let parents know that the activity is that is available to them?</i>
We are communicating through FOCUS, by email and telephone. We will also post information on the school website and social media platforms. Families will also receive Title I newsletters by traditional mail outs on a quarterly basis.
<i>Who are you going to coordinate with to offer the activity or implement the strategy?</i>
Our Title I Coordinator, Erin Shields will work with our cadre of facilitators to implement our strategic plans and programming.
<i>Why are you offering this activity/strategy?</i>
These activities will increase the level of understanding regarding graduation requirements, accelerated and post-secondary pathways and opportunities for hands-on, internship opportunities.
<i>What is the impact you hope to achieve?</i>
Increase the percentage of students with acceleration, industry certification and dual-enrollment course completions as prescribed in our school improvement plan.
<i>How will you document that the activity happened?</i>
Families will complete the sign-in process at each session and complete a Title I survey. Families who “attend” the post-recording session will have the opportunity to sign virtually through a data form.

<p>2. How are you going to provide parents with an understanding of the requirements of Title I and their rights under Title I?</p> <p><i>Include items from the assurances above that must be addressed in the PFEP.</i></p> <p>Parents will receive critical information regarding their rights and requirements identified through Title I within written correspondence in our Quarter 1-4 newsletter and mailouts. They will also receive notifications through the FOCUS Parent Portal, school website and in hard copy at school events and the Title I Parent Station. Review of all guiding documents will be addressed during our quarterly family workshops also.</p> <p>How will you build parent capacity?</p> <p>Training and empowerment of our School Advisory Council and Parent Involvement Committee to provide information sessions are each of our parent meetings that will be integral to increasing parental capacity.</p> <p>What is the Activity or strategy you will be using?</p> <p>Parents will receive continual written communication of critical tenets of the Title requirements and rights. Additionally, parents will be able to attend mini-sessions facilitated by parent leaders within the school on a quarterly basis. Activate our Journalism program to capture positive and productive coverage of schoolwide and individual successes.</p> <p>How will you deliver the activity/strategy?</p> <p>The workshops will be presented during Title I Quarterly meetings through formalized presentation accompanied by handouts.</p> <p>What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)</p> <p>The related workshops will be convened on a Quarterly basis in October 2024, January 2025, March 2025 and May 2025.</p> <p>Who will be facilitating or implementing the strategy/activity?</p> <p>The school administration team inclusive of the principal, assistant principals, registration and intake teams will implement the Parents Right to Know initiative regarding Title I.</p> <p>What group will be receiving the content of the strategy/activity?</p> <p>Parents and guardians of current scholars at Gadsden County High School will receive information and training at the Title I Annual meeting, the Mid-Year State of the School workshop and the End of the Year Title I Family First workshop.</p> <p>How are you going to let parents know that the activity is available to them?</p> <p>Ms. Andreka Bunion, Registrar and Family Community Liaison and Ms. Cleanita Wiggins, Assistant Principal will prepare communication to the families by US mail, email, parent portal and postings on the school website and social media platforms.</p> <p>Who are you going to coordinate with to offer the activity or implement the strategy?</p> <p>Our Title I Coordinator, Erin Shields will work with our cadre of facilitators to implement our strategic plans and programming.</p> <p>Why are you offering this activity/strategy?</p> <p>The goal is to improve family engagement in support of our school goals.</p> <p>What is the impact you hope to achieve?</p>
--

It is our intention to increase family awareness about educational services and systems. This awareness will aid students and families in connecting to available services.

How will you document that the activity happened?

Families will complete the sign-in process at each session and complete a Title I survey. Families who “attend” the post-recording session will have the opportunity to sign virtually through a data form.

3. *How will you provide parents with an understanding of the state and local assessments you will be using and the school/district report card?*

Include items from the assurances above that must be addressed in the PFEP.

Student orientation and open house.

How will you build parent capacity?

Parents will be able to attend district-sponsored Expo Night and present parents with assessment information and data. Parents will also have the opportunity to participate in graduation data chats with school counselors.

What is the Activity or strategy you will be using?

Families will receive an overview regarding state and district assessments and the impact on graduation and college-readiness.

How will you deliver the activity/strategy?

A workshop addressing state and district assessments will be presented. Additionally, families will learn about national assessment registration, waivers and scheduled school day and Saturday assessments.

***What is the timeframe for when the activity/strategy will be implemented?
(i.e., annually, quarterly, each semester, monthly, etc.)***

Quarterly for students and twice a year for parents.

Who will be facilitating or implementing the strategy/activity?

School-based Leadership Team inclusive of the testing coordinator, guidance counselors, administrative team and reading and mathematics coaches.

What group will be receiving the content of the strategy/activity?

Families (parents, guardians and students)

How are you going to let parents know that the activity is that is available to them?

Ms. Andreaka Bunion, Registrar and Family Community Liaison and Ms. Cleanita Wiggins, Assistant Principal will prepare communication to the families by US mail, email, parent portal and postings on the school website and social media platforms.

Who are you going to coordinate with to offer the activity or implement the strategy?

Our Testing Coordinator, Erin Shields will work with our cadre of facilitators to implement our strategic plans for test preparation and progress monitoring.

Why are you offering this activity/strategy?

To increase an understanding of the state and federal assessment requirements and tips and strategies to help students improve.

<i>What is the impact you hope to achieve?</i>
Increased success on state and federal assessments and improved graduation readiness.
<i>How will you document that the activity happened?</i>
Families will complete the sign-in process at each session and complete a Title I survey. Families who “attend” the post-recording session will have the opportunity to sign virtually through a data form. Additionally, meeting handouts and agendas will be provided.
4. <i>How will you provide parents with an understanding of the State Standards and the curriculum you will be using?</i>
<i>Include items from the assurances above that must be addressed in the PFEP.</i>
Parents will be provided quarterly highlights and critical information regarding state standards, assessments and curriculum. Additionally, at orientation and open house counselors will provide grade-level specific brochures including graduation requirements.
<i>How will you build parent capacity?</i>
At Quarterly Family FIT and LIT Nights
<i>What is the Activity or strategy you will be using?</i>
Review this information through multiple methods of communication. This includes cohort-level parent meetings quarterly (grades 9-11) and monthly for 12th grade.
<i>How will you deliver the activity/strategy?</i>
WICOR Strategies will be used to acclimate parents to BEST standards with high emphasis on literacy and FAST assessment alignment on a quarterly basis.
<i>What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)</i>
Quarterly for families with 9th-11th graders and monthly for families with 12th graders.
<i>Who will be facilitating or implementing the strategy/activity?</i>
Class sponsors, core-content department chairpersons, and guidance counselors.
<i>What group will be receiving the content of the strategy/activity?</i>
Families (students, parents, guardians)
<i>How are you going to let parents know that the activity is that is available to them?</i>
We are communicating through FOCUS, by email and telephone. We will also post information on the school website and social media platforms. Families will also receive Title I newsletters by traditional mail outs on a quarterly basis.
<i>Who are you going to coordinate with to offer the activity or implement the strategy?</i>
Our Title I Coordinator, Erin Shields and Reading Coach, Ms. Lightfoot will work with our cadre of facilitators to implement our strategic plans for test preparation and progress monitoring.
<i>Why are you offering this activity/strategy?</i>
To increase an understanding of the state and federal assessment requirements and tips and strategies to help students improve.
<i>What is the impact you hope to achieve?</i>
Increased success on state and federal assessments and improved graduation readiness.

<i>How will you document that the activity happened?</i>
Families will complete the sign-in process at each session and complete a Title I survey. Families who “attend” the post-recording session will have the opportunity to sign virtually through a data form. Additionally, meeting handouts and agendas will be provided.
5. <i>How will you provide parents with an understanding about how to help their children at home and how to improve academically?</i>
<i>Include items from the assurances above that must be addressed in the PFEP.</i>
Families will receive interactive training on ways parents can progress monitoring students using FOCUS, TIDE and other tangible tools.
<i>How will you build parent capacity?</i>
Progress-monitoring training and quarterly follow-up.
<i>What is the Activity or strategy you will be using?</i>
Graduation check and promotion check, GPA calculation, college-readiness assessments, financial aid support.
<i>How will you deliver the activity/strategy?</i>
Families will receive a rubric, powerpoint, and presentation.
<i>What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)</i>
Every quarter.
<i>Who will be facilitating or implementing the strategy/activity?</i>
Counselors and administrators.
<i>What group will be receiving the content of the strategy/activity?</i>
Families (students, parents and guardians)
<i>How are you going to let parents know that the activity is that is available to them?</i>
Email, phone, mailouts, social media, and FOCUS.
<i>Who are you going to coordinate with to offer the activity or implement the strategy?</i>
To help students and parents have the tools necessary to understand GPA requirements.
<i>Why are you offering this activity/strategy?</i>
To help students and parents have the tools necessary to understand GPA requirements.
<i>What is the impact you hope to achieve?</i>
Increase student GPAs.
<i>How will you document that the activity happened?</i>
Families will complete the sign-in process at each session and complete a Title I survey. Families who “attend” the post-recording session will have the opportunity to sign virtually through a data form. Additionally, meeting handouts and agendas will be provided.

<p>6. How will you provide assistance to parents in understanding how to monitor their child's progress?</p> <p><i>Include items from the assurances above that must be addressed in the PFEP.</i></p> <p>FOCUS training for families (students, parents and guardians).</p> <p>How will you build parent capacity?</p> <p>Semester progress monitoring training (August, January and May)</p> <p>What is the Activity or strategy you will be using?</p> <p>Provide interactive training and exploration on FOCUS Parent Portal.</p> <p>How will you deliver the activity/strategy?</p> <p>Parents will be set-up with access to FOCUS and receive step-by-step, fundamental use training.</p> <p>What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)</p> <p>Presented face to face annually and recorded and uploaded to the website for unlimited access.</p> <p>Who will be facilitating or implementing the strategy/activity?</p> <p>Ms. Bunion, the Family-Community Liaison will support this effort.</p> <p>What group will be receiving the content of the strategy/activity?</p> <p>Families (students, parents and guardians)</p> <p>How are you going to let parents know that the activity is available to them?</p> <p>All modalities of communication (phone, email, mailout and FOCUS).</p> <p>Who are you going to coordinate with to offer the activity or implement the strategy?</p> <p>Ms. Bunion and Ms. Shields.</p> <p>Why are you offering this activity/strategy?</p> <p>Parents.</p> <p>What is the impact you hope to achieve?</p> <p>Parents will track and monitor their students' grades to increase promotion at the end of each year.</p> <p>How will you document that the activity happened?</p> <p>Families will complete the sign-in process at each session and complete a Title I survey. Families who "attend" the post-recording session will have the opportunity to sign virtually through a data form. Additionally, meeting handouts and agendas will be provided.</p>
<p>7. How will you provide teachers and staff with training to understand of the value parents can bring to the school?</p> <p><i>Include items from the assurances above that must be addressed in the PFEP.</i></p> <p>Provide professional development opportunities at Administrative PLCs. Complete a book study using the text, "More Than Carrots and Peas" for our school-based leadership team.</p> <p>How will you build parent capacity?</p> <p>Parent capacity will increase with bet</p> <p>What is the Activity or strategy you will be using?</p>

Providing training and implementation support for instructional staff regarding creating connections to families. Training topics include classroom interventions, usage of FOCUS Parent Portal, effective communication, progress monitoring and safety.
<i>How will you deliver the activity/strategy?</i>
Workshops will be presented face-to-face and recorded to provide access for further review.
<i>What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)</i>
Professional development will be provided on a monthly basis.
<i>Who will be facilitating or implementing the strategy/activity?</i>
Professional development will be facilitated by district staff, administration, and members of the school-based leadership team (SBLT).
<i>What group will be receiving the content of the strategy/activity?</i>
School staff will participate in the professional development and implementation of the school plans.
<i>How are you going to let parents know that the activity is that is available to them?</i>
School staff will increase communication with families. This includes FOCUS, email, phone calls, mailouts, social media, and other methods.
<i>Who are you going to coordinate with to offer the activity or implement the strategy?</i>
The school administrative team will coordinate the implementation of this programming.
<i>Why are you offering this activity/strategy?</i>
These activities will increase partnered support of students through increased parent engagement. Additionally, these activities will support teacher preparation, growth and development and retention of school staff.
<i>What is the impact you hope to achieve?</i>
Increase student success through the development and retention of school staff.
<i>How will you document that the activity happened?</i>
Documentation will include presentation documents, meeting handouts, sign-in sheets, agendas, and completed surveys.

8. How will you and your staff reach out and communicate with/work with parents as equal partners to build ties between home and school?
<i>Include items from the assurances above that must be addressed in the PFEP.</i>
School staff will communicate through FOCUS, by email and telephone. Face-to-face and virtual meetings will be available during extended school hours. We will also post information
<i>How will you build parent capacity?</i>

<p>on the school website and social media platforms. Families will also receive Title I newsletters by traditional mail outs on a quarterly basis.</p>
<p>The increased use of graduation data chats and alternate or extended meeting times.</p>
<p><i>What is the Activity or strategy you will be using?</i></p>
<p>Provide an extension of missed Google classrooms, links, and FOCUS to communicate to parents and guardians to ensure partnered expectations.</p>
<p><i>How will you deliver the activity/strategy?</i></p>
<p>School staff will communicate through FOCUS, by email and telephone. Face-to-face and virtual meetings will be available during extended school hours.</p>
<p><i>What is the timeframe for when the activity/strategy will be implemented?</i> <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i></p>
<p>These activities will be implemented on a quarterly basis.</p>
<p><i>Who will be facilitating or implementing the strategy/activity?</i></p>
<p>The school-based leadership team will implement this strategy.</p>
<p><i>What group will be receiving the content of the strategy/activity?</i></p>
<p>Parents and guardians will receive the content from this strategy.</p>
<p><i>How are you going to let parents know that the activity is that is available to them?</i></p>
<p>School staff will increase communication with families. This includes FOCUS, email, phone calls, mail outs, social media, and other methods.</p>
<p><i>Who are you going to coordinate with to offer the activity or implement the strategy?</i></p>
<p>The administrative team will coordinate this effort.</p>
<p><i>Why are you offering this activity/strategy?</i></p>
<p>This activity is being offered to increase academic success in the classroom as represented by GPA, course completion, attendance and disciplinary action.</p>
<p><i>What is the impact you hope to achieve?</i></p>
<p>We expect improvement in meeting on-track progress monitoring.</p>
<p><i>How will you document that the activity happened?</i></p>
<p>FOCUS communication logs, Google Meeting notifications and/or recordings, and sign-in sheets.</p>

<p>9. What other evidence-based strategies/activities will you be providing to parents to improve their ability to be a full-support partner to their child at home?</p> <p><i>Include items from the assurances above that must be addressed in the PFEP.</i></p>
College and career-readiness workshop will be provided for families to determine
How will you build parent capacity?
Send electronic communication to our parents that include testing dates, strategies and ways to encourage students.
What is the Activity or strategy you will be using?
Communication will be distributed by email, phone, website and FOCUS.
How will you deliver the activity/strategy?
FOCUS, Skvlyert, email and more.
What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)
Monthly
Who will be facilitating or implementing the strategy/activity?
Guidance counselors and Curriculum Asst. Principal
What group will be receiving the content of the strategy/activity?
Parents and guardians will receive the content from this strategy.
Who are you going to coordinate with to offer the activity or implement the strategy?
Ms. Erin Fields, our Title I Coordinator will work with our cadre of facilitators to implement our strategic plans and programming.
Why are you offering this activity/strategy?
To increase parent involvement, graduation rates and on-time promotion.
What is the impact you hope to achieve?
This activity is being offered to increase academic success in the classroom as represented by GPA, course completion, attendance and disciplinary action.
How will you document that the activity happened?
FOCUS communication logs, Google Meeting notifications and/or recordings, and sign-in sheets.

<p>10. What did you say you were going to do last year in your PFEP to help parents?</p> <p><i>Review the activities you said you were going to do in last year's PFEP. List all activities separately</i></p>
Semester parent nights and monthly parent meetings.
What was the Activity?
Semester parent nights (Data chats) and Open House Title I meetings, monthly parent meetings (testing, Literacy Night, FAFSA Night.
How often did you offer it?
Monthly/Semester
How many parents and/or staff participated?

<i>What was the goal of the activity?</i>
Increase parent understanding of assessment and graduation requirements that would assist students in 4-Yr. on-time graduation.
<i>What outcomes did you see as a result of the activity?</i>
More parents were aware of the requirements to assist their students in achieving their graduation goals.
11. What did you say you were going to do last year in your PFEP to help parents?
<i>Review the activities you said you were going to do in last year's PFEP. List all activities separately</i>
See responses provided for Question 10.
<i>What was the Activity?</i>
<i>How often did you offer it?</i>
<i>How many parents and/or staff participated?</i>
<i>What was the goal of the activity?</i>
<i>What outcomes did you see as a result of the activity?</i>

<p>12. What did you say you were going to do last year in your PFEP to help parents?</p> <p><i>Review the activities you said you were going to do in last year's PFEP. List all activities separately</i></p>
See responses provided in Question 10.
What was the Activity?
How often did you offer it?
How many parents and/or staff participated?
What was the goal of the activity?
What outcomes did you see as a result of the activity?
<p>13. What did you say you were going to do last year in your PFEP to help parents?</p> <p><i>Review the activities you said you were going to do in last year's PFEP. List all activities separately</i></p>
See responses provided to Question 10.
What was the Activity?
Monthly, quarterly and semester meetings.
How often did you offer it?
Range of two to ten meetings per year.
How many parents and/or staff participated?
Participation ranged from 10-40 families per event.
What was the goal of the activity?
An average of 100 families per event.
What outcomes did you see as a result of the activity?
Maintenance of our graduation rate, limited progression on ELA/Reading and Mathematics assessments.

Possible People who can facilitate activities:

- Principal
- Assistant principal
- Guidance counselor
- Consultant
- Teacher
- SAC
- Professional Learning Team
- Parent Services Team
- Technology Staff
- Federal Programs Staff
- ESE Staff
- EL/Migrant Staff
- Assessment Staff
- Technology Staff
- Elementary Education Staff
- Secondary Education Staff
- CTE Education Staff
- Parents
- Community/Business Members

Possible communication tools:

- Newsletter
- Skyward
- Parent Portal
- Skylert
- Facebook
- School Marquee
- Flyers
- Invitations
- Email
- District or school website
- Backpack
- School/parent handbook

Possible documentation:

- Agenda
- Presentation documents
- Presentation recordings
- Sign-in sheets
- Skylert reports
- Meeting minutes
- Meeting handouts
- Completed surveys

Possible Capacity Activity:

- ELA training

- Math training
- Science training
- Social Studies training
- Standards training
- Literacy workshops
- Assessment training
- Intervention training
- End of Course prep
- Industry Standards
- CTE training
- Report Card training
- Behavior training
- SEL training
- PBIS training
- Data Chats
- Curriculum nights
- Parent Expos
- College Awareness
- DLOPI
- Resource Center
- SAC training
- Parent Portal training
- Title I training
- Training on values
- Training on communication
- Training on relationships
- Training n collaboration
- Technology training
- Safety training
- Credit recovery training
- Health/nutrition training
- Drug/opioid training
- Physical fitness training
- Research training
- Copyright training

2024-2025 Title I, Parent and Family Engagement Plan (PFEP)

SCHOOL NAME: Gadsden Elementary Magnet School

I, Allysun Davis, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances.

Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal program staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited. As the leader of this school, I certify that I will agree to and uphold the following assurances.

ASSURANCES

- The school will be governed by the statutory definition of parent involvement, and will not carry out programs, activities, and procedures in accordance with the definition outlined in the Elementary and Secondary Education Act
 - The school shall offer parents multiple opportunities to attend parent meetings to provide input in decisions relating to the education of their children.
 - The school shall involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent
- [REDACTED]**
- The school shall convene an annual Title I meeting, at a convenient time for parents, to which all parents of participating children shall be invited and encouraged to attend.
 - The annual Title I meeting shall provide parents with a description and explanation of the curriculum in use, the academic assessments used to measure student progress, and the achievement levels of state standards.
 - The annual Title I meeting shall provide parents with an understanding of Title I and what it can do for their child.
 - The annual Title I meeting shall provide parents with an understanding of their rights to know the qualifications of the staff at the Title I school and their right to be informed if the Title I staff do not meet the state definition of qualified or in-field.
 - Parents shall be informed of their right to participate in the development of the Parent and Family Engagement Plan (PFEP), the Title I schoolwide plan, and the School Improvement plans (SIP).
 - Parents shall be informed about the school accountability grade and that of the district.
 - Parents shall be informed about how the school plans to improve their accountability grade so that all students reach grade-level proficiency.

Parent and Family Engagement Plan (PFEP)

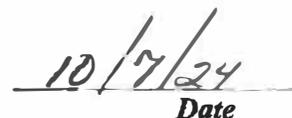
- The school will **jointly develop** with, **and distribute** to, parents and family members of participating children, a written PFEP, agreed upon by such parents, that shall describe the means for carrying on the requirements of parent involvement – Section 1116(b)(1).
- Parents shall be given an opportunity to review the previous year's PFEP annually.
- If the PFEP does not meet parent needs, the parents shall be given an opportunity for input into changes of the PFEP.

- The PFEP shall be updated periodically to meet the changing needs of the parents and the school.
- The PFEP shall include strategies for parents to understand the State Standards, the State Assessment, and how to monitor their child's progress and work.
- The PFEP shall provide training and resources to help parents work with their children at home to improve their academic achievement.
- The PFEP shall provide strategies for educating teachers, support personnel, and school leaders to better assist parents, communicate more effectively with parents, and value the contributions of parents – working with them as equal partners and encouraging them to fully participate in the education of their children.
- The PFEP shall provide strategies to build ties between parents and the school.
- The PFEP shall, to the extent possible, plan to coordinate and integrate parent involvement of all Federal, State, and local programs.
- The PFEP shall include parents of all subgroups (English Language Learners EL; Exceptional Student Education ESE; Migrant; Homeless; and Neglected/Delinquent) and provide them with the same information and opportunities in a language and manner that is practicable so they can understand it.
- The PFEP shall be distributed to parents and the community in an understandable and uniform format and to the extent practicable, in a language that parents can understand.
- The PFEP may provide literacy training for parents with the set aside allocation.
- The PFEP may pay reasonable expenses necessary to remove barriers of child-care to enable parents to participate in school-related meetings and trainings.

School-Parent Compact

- The school shall jointly develop a **school-parent compact** annually that outlines how parents, the entire school staff, and students will share responsibility for improved student academic achievement.
- The compact shall include the means by which the school and parents will build and develop a partnership to help children achieve academic standards.
- The compact shall describe the school's responsibility to provide high-quality curriculum and instruction to enable children to meet the Standards.
- The compact shall describe the ways in which each parent is responsible for supporting their child's learning.
- The compact shall offer parents an opportunity to volunteer in their child's classroom.
- The compact shall offer parents reasonable access to staff and the classroom.
- The compact shall spell out how parents can participate in decisions relating to their child's education and their responsibility to monitor the positive use of their child's extracurricular time.
- The compact shall address the importance of regular two-way communication between teachers and parents on an ongoing basis.
- For elementary students, the compact must include how the school will discuss the compact with the parent as it relates to the child's achievement. This must be done annually.
- The compact shall address providing frequent reports to parents on children's progress.


Signature of Principal


Date

MISSION STATEMENT

It is the mission of Gadsden Elementary Magnet School to provide educational excellence in every classroom, for every student, every day.

INVOLVEMENT OF PARENTS

Explain how the school will involve all parents in an ongoing and timely manner in the planning, review and improvement of Title I and how all parents will be involved in decisions about how parent involvement money will be used to support this P.F.P.

Gadsden Elementary Magnet School (GEMS) will engage parents in the development and evaluation of the school's Title I program in a timely manner. This will be accomplished through a collaborative effort of participants who represent the school community in the decisions about how funds will be used to support the Parent, Family & Engagement Plan. The school will employ the following strategies to accomplish this goal:

- Invite parents and community members to attend School Advisory Council (SAC) meetings & participate in volunteer initiatives
- Hold an annual meeting for families to explain the Title I program and the rights of parents
- Schedule parent meetings at varying times to accommodate parent schedules
- Provide materials and training to help parents support their child's learning at home. These activities include open house, conferences, family events, and meetings where assessment data, activities, and standards are shared
- Communicate with parents via Google Classroom, Class Dojo, email, website, backpack mail, flyers, social media & Skylert
- Communicate in English & Spanish
- Conduct an annual evaluation of the content and effectiveness of the parent and family engagement plan

ACCESSIBILITY

Explain how the school will provide opportunities for all parents to participate in parent involvement activities, how the school will share information related to the school with parents, and how the school will provide all information in an understandable language. Include all subgroups: ESE, EL, Homeless, Migrant, Foster, Neglected/Delinquent.

In an effort to provide opportunities for all parents to participate in parent involvement activities, GEMS will coordinate and integrate parent and family engagement strategies with other Federal, State, and local programs.

Head Start, Voluntary Pre-K, Title I, Part C, ESOL

1. What is your overall strategy for Parent Involvement in Student Achievement?

Include items from the assurances above that must be addressed in the PFE?

In an effort to involve parents in the overall progression of student achievement, we will implement strategies that engage families and lead to student success. Examples include but are not limited to monthly data notifications that outline skills and provide examples of how they'll be assessed. An outline of student performance will also be provided to families to keep them aware of student performance.

How will you build parent capacity?

At GEMS, we recognize the importance of building a strong connection with our families. To ensure this takes place, we will utilize the following strategies:

Provide after-school activities that extend learning initiatives.

Establish a portal that provides a connection to additional school resources

Encourage opportunities for families to volunteer

Provide trainings/workshops to familiarize families with the B.E.S.T standards

Include parents on school committees that are directly aligned with student achievement

Maintain open lines of positive communication

What is the Activity or strategy you will be using?

Implement a parent- engagement program designed to discuss parent concerns, plan activities for parents & teachers, and provide resources for parents to use at home.

How will you deliver the activity/strategy?

Quarterly parent meetings, Title I Annual Meeting, School Advisory Council Meeting & Parent / Teacher Conferences

What is the timeframe for when the activity/strategy will be implemented?

(i.e., annually, quarterly, each semester, monthly, etc.)

The activity will be implemented quarterly.

Who will be facilitating or implementing the strategy/activity?

The instructional Leadership Team will be responsible for implementing the strategy.

What group will be receiving the content of the strategy/activity?

How are you going to let parents know that the activity is that is available to them?

Parents will be notified via Facebook, backpack mail, Skylert, Class DoJo & Google Classroom.

Who are you going to coordinate with to offer the activity or implement the strategy?

The instructional staff

Why are you offering this activity/strategy?

To improve the overall Reading performance of our student population

What is the impact you hope to achieve?

End of year results will show that 75% of students will score at or above Level 3 on the F.A.S.T. Assessment.

How will you document that the activity happened?

Documentation will be verified by agendas and accompanying sign in sheets & attendance verification on Zoom calls.

2. How are you going to provide parents with an understanding of the requirements of Title I and their rights under Title I?

Include items from the assurances above that must be addressed in the PFEP.

Host an annual meeting, at a time convenient for parents, to inform them of their school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in those programs.

How will you build parent capacity?

GEMS staff will provide assistance to parents to understand state standards and trainings to help monitor student achievement. This will help to ensure effective involvement of parents and family members and to support a partnership among the school, parents, and the community to improve student academic achievement.

What is the Activity or strategy you will be using?

How will you deliver the activity/strategy?

Quarterly parent meetings, Title I Annual Meeting, School Advisory Council Meeting & Parent / Teacher Conferences

***What is the timeframe for when the activity/strategy will be implemented?
(i.e., annually, quarterly, each semester, monthly, etc.)***

The activity will take place each semester.

Who will be facilitating or implementing the strategy/activity?

The Instructional Leadership Team

What group will be receiving the content of the strategy/activity?

Parents and extended family members

How are you going to let parents know that the activity is that is available to them?

Parents will be notified via Facebook, backpack mail, Skylert, Class DoJo & Google Classroom

Who are you going to coordinate with to offer the activity or implement the strategy?

Title I, Part A- Parent Involvement, IDEA- Federal ESE, Headstart- Federal Pre-K, State Voluntary Pre-K, Title III, Part A- ELL, Title I, Part C- Migrant Student Education

Why are you offering this activity/strategy?

Improve parent's knowledge of Title I and their rights

What is the impact you hope to achieve?

The goal is to have substantial increase in parental involvement

How will you document that the activity happened?

Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes

3. How will you provide parents with an understanding of the state and local assessments you will be using and the school/district report card?

Include items from the assurances above that must be addressed in the PFEP.

Parents will be involved in ongoing sessions that describe state standards, the methods in which they are assessed and the impact they have on student achievement.

How will you build parent capacity?

Involvement in the sessions will keep parents aware of daily demands students endure as well as the importance of regular attendance, family engagement and extended day support opportunities for growth.

What is the Activity or strategy you will be using?

Utilization of the parent cadre notification system

How will you deliver the activity/strategy?

Data meetings, Monthly meetings, Title I Parent Meeting, Newsletters,

What is the timeframe for when the activity/strategy will be implemented?

(i.e., annually, quarterly, each semester, monthly, etc.)

Quarterly

Who will be facilitating or implementing the strategy/activity?

The Instructional Leadership Team

What group will be receiving the content of the strategy/activity?

Parents

How are you going to let parents know that the activity is that is available to them?

Newsletter, Skyward Student Data System, Campus Display on Marquee, Backpack

Who are you going to coordinate with to offer the activity or implement the strategy?

Title I, Part A- Parent Involvement, IDEA- Federal ESE, Headstart- Federal Pre-K, State Voluntary Pre-K, Title III, Part A- ELL, Title I, Part C- Migrant Student Education

Why are you offering this activity/strategy?

To increase the parents knowledge of available resources.

What is the impact you hope to achieve?

The ultimate goal is to increase parental participation

How will you document that the activity happened?

Documentation of activities will be recorded through sign in sheets and minutes.

4. How will you provide parents with an understanding of the State Standards and the curriculum you will be using?

Include items from the assurances above that must be addressed in the PFEF.

Provide an overview and examples of curriculum & standards to help parents gain an understanding of the curriculum & what it looks like.

How will you build parent capacity?

Explain, in understandable terms, that the curriculum is a plan for learning that every school develops for each key learning area. Clearly describe relevant information that supports teachers. Include school priorities and resources & outline how the content is planned to be taught.

What is the Activity or strategy you will be using?

Host a parent meeting and assign small 5 groups to discuss the standards. Each group will include a member of the Instructional Leadership Team. The culminating activity will give each group an opportunity to present a standard.

How will you deliver the activity/strategy?

***What is the timeframe for when the activity/strategy will be implemented?
(i.e., annually, quarterly, each semester, monthly, etc.)***

Quarterly

Who will be facilitating or implementing the strategy/activity?

The Instructional Leadership Team

What group will be receiving the content of the strategy/activity?

Parents of students in Pre-K – 8th grade

How are you going to let parents know that the activity is that is available to them?

Backpack mail, Facebook, Skylert

Who are you going to coordinate with to offer the activity or implement the strategy?

ESOL, Office of Student Services, Parent, Family & Engagement Office

Why are you offering this activity/strategy?

To provide a clear overview of student expectations and to garner more support from families

What is the impact you hope to achieve?

An increase in parental involvement.

How will you document that the activity happened?

Sign in sheets, agendas, meeting minutes

5. How will you provide parents with an understanding about how to help their children at home and how to improve academically?

Include items from the assurances above that must be addressed in the PFEP.

Meet with parents and highlight the importance of active participation and how it directly impacts the students' academic success.

How will you build parent capacity?

Promote parental involvement at home by providing activities related to school curriculum and suggesting opportunities parents can use to discuss math at home.

What is the Activity or strategy you will be using?

Help parents create homework routines at home, encouraging them to focus on location, space, time and schedule.

How will you deliver the activity/strategy?

What is the timeframe for when the activity/strategy will be implemented?

(i.e., annually, quarterly, each semester, monthly, etc.)

Quarterly

Who will be facilitating or implementing the strategy/activity?

The Instructional Leadership Team

What group will be receiving the content of the strategy/activity?

Parents

How are you going to let parents know that the activity is that is available to them?

Backpack mail, Facebook, Skylert

Who are you going to coordinate with to offer the activity or implement the strategy?

ESOL, Student Services, Academic Services (as needed)

Why are you offering this activity/strategy?

Children need to feel supported both at home and at school and to have learning environments where they can grow and develop to their full potential.

What is the impact you hope to achieve?

Increased engagement in class and a stronger partnership between the school and the families we serve.

How will you document that the activity happened?

Meeting agendas, sign in sheets & minutes

6. *How will you provide assistance to parents in understanding how to monitor their child's progress?*

Include items from the assurances above that must be addressed in the PFEP.

Explain what data we collect from students, how we track student progress & why we collect data, rather than just focusing on grades.

How will you build parent capacity?

Review the data points during parent-teacher conferences as well.

What is the Activity or strategy you will be using?

How will you deliver the activity/strategy?

Monthly training sessions with teachers & parents

What is the timeframe for when the activity/strategy will be implemented?

(i.e., annually, quarterly, each semester, monthly, etc.)

Monthly

Who will be facilitating or implementing the strategy/activity?

The Instructional Leadership Team

What group will be receiving the content of the strategy/activity?

Teachers & Parents

How are you going to let parents know that the activity is that is available to them?

Skylert, Backpack mail & the School's webpage

Who are you going to coordinate with to offer the activity or implement the strategy?

Why are you offering this activity/strategy?

To establish a protocol for on-going progress monitoring

What is the impact you hope to achieve?

How will you document that the activity happened?

Agendas, minutes from sessions & sign in sheets

7. *How will you provide teachers and staff with training to understand of the value parents can bring to the school?*

Include items from the assurances above that must be addressed in the PFEP.

Research shows that children learn best when the adults in their lives work together to encourage and support them. Conveying this message to the staff and helping them to gain an understanding of the impact of strong school-family partnerships positively impact student achievement.

How will you build parent capacity?

Conduct training sessions designed to help parents understand the inner workings of curriculum and instruction.

What is the Activity or strategy you will be using?

Participation on school-based planning and management teams
<i>How will you deliver the activity/strategy?</i>
Initially, training sessions will be held monthly. Additional sessions will be scheduled for targeted groups as needed.
<i>What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)</i>
Monthly with additional sessions as needed
<i>Who will be facilitating or implementing the strategy/activity?</i>
The Resource Teacher
<i>What group will be receiving the content of the strategy/activity?</i>
Parents, Teachers & Staff
<i>How are you going to let parents know that the activity is that is available to them?</i>
Flyers, Facebook, School Website
<i>Who are you going to coordinate with to offer the activity or implement the strategy?</i>
Business Partners, Parents, ESOL & Student Services
<i>Why are you offering this activity/strategy?</i>
To increase parental participation and to help stakeholders gain an understanding of the importance of everyone's role in educating our students.
<i>What is the impact you hope to achieve?</i>
An increase in student attendance & parent participation.
<i>How will you document that the activity happened?</i>
Agendas, sign in sheets, minutes from meetings

<p>8. How will you and your staff reach out and communicate with/work with parents as equal partners to build ties between home and school? <i>Include items from the assurances above that must be addressed in the PFEP.</i></p>
<p>The staff will be trained on effective communication strategies to ensure our efforts will be received.</p>
<p>How will you build parent capacity?</p>
<p>Communicate often and in various forms (calls, notes, emails) Make a positive phone call home once each month Lead with the good news when contacting parents Find a Translator to assist parents</p>
<p>What is the Activity or strategy you will be using?</p>
<p>Face to face in monthly training sessions</p>
<p>How will you deliver the activity/strategy?</p>
<p>What is the timeframe for when the activity/strategy will be implemented? <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i></p>
<p>Monthly</p>
<p>Who will be facilitating or implementing the strategy/activity?</p>
<p>The Instructional Leadership Team</p>
<p>What group will be receiving the content of the strategy/activity?</p>
<p>Participation is required for all staff members</p>
<p>How are you going to let parents know that the activity is that is available to them?</p>
<p>Parents will be informed via the school's website, flyers & Class Dojo</p>
<p>Who are you going to coordinate with to offer the activity or implement the strategy?</p>
<p>The Instructional Leadership Team</p>
<p>Why are you offering this activity/strategy?</p>
<p>To increase student achievement</p>
<p>What is the impact you hope to achieve?</p>
<p>Our goal is to solidify a partnership between the school and the families we serve</p>
<p>How will you document that the activity happened?</p>
<p>Agendas, Sign in Sheets, minutes</p>

9. What other evidence-based strategies/activities will you be providing to parents to improve their ability to be a full-support partner to their child at home?
Include items from the assurances above that must be addressed in the PFE!

How will you build parent capacity?

What is the Activity or strategy you will be using?

How will you deliver the activity/strategy?

What is the timeframe for when the activity/strategy will be implemented?
(i.e., annually, quarterly, each semester, monthly, etc.)

Who will be facilitating or implementing the strategy/activity?

What group will be receiving the content of the strategy/activity?

How are you going to let parents know that the activity is that is available to them?

Who are you going to coordinate with to offer the activity or implement the strategy?

Why are you offering this activity/strategy?

What is the impact you hope to achieve?

How will you document that the activity happened?

10. What did you say you were going to do last year in your PFEP to help parents?

Review the activities you said you were going to do in last year's PFEP.

List all activities separately

Increase Parent Involvement in school activities by 50%

What was the Activity?

Develop PFEP with parent cadre and make copies available upon request

How often did you offer it?

Monthly

How many parents and/or staff participated?

All staff members participated but parent attendance vacillated for each event.

What was the goal of the activity?

To strengthen partnerships with the families we serve

What outcomes did you see as a result of the activity?

Open lines of communication between the school and the community

11. What did you say you were going to do last year in your PFEP to help parents?

Review the activities you said you were going to do in last year's PFEP.

List all activities separately

- **Familiarize Parents with Curriculum Expectations**
 - Use Parent Friendly Language
 - Host Virtual Meetings/Workshops
 - Post recorded meetings/workshops on the school's webpage
- Be sure the first contact with parents is a positive interaction
- Communicate with parents in a respectful manner, avoiding educational "jargon."
- Ensure that all parents have regular access to clear, concise, and easily readable information about the school and the expectations of their child.
- Provide clear directions for acceptable behavior in class and on the bus.
- Ask parents to share their concerns with the staff, and then address those concerns.
- Help parents understand performance reports (STAR, i-Ready, FSA)

What was the Activity?

How often did you offer it?

Quarterly

How many parents and/or staff participated?

All staff members participated but parent attendance vacillated for each event.

What was the goal of the activity?

To build capacity to support parents' involvement in school

What outcomes did you see as a result of the activity?

Decrease in the number of reported student infractions

<p>12. What did you say you were going to do last year in your PFEP to help parents? <i>Review the activities you said you were going to do in last year's PFEP. List all activities separately</i></p>	
<p>Maintain regular communication with students and parents utilizing tools designed to remove barriers</p> <ul style="list-style-type: none"> o Email o Virtual Classrooms o Electronic Parent Meetings (Zoom, Google Meets, Phone Conferences) 	
<p><i>What was the Activity?</i></p>	
<p>Ensuring that the school staff is accessible to parents at times that are more convenient for them.</p>	
<p><i>How often did you offer it?</i></p>	
<p>Weekly</p>	
<p><i>How many parents and/or staff participated?</i></p>	
<p>All staff members actively participated</p>	
<p><i>What was the goal of the activity?</i></p>	
<p><i>What outcomes did you see as a result of the activity?</i></p>	
<p>Communication between parents and school staff improved</p>	
<p>13. What did you say you were going to do last year in your PFEP to help parents? <i>Review the activities you said you were going to do in last year's PFEP. List all activities separately</i></p>	
<p>Provide monthly calendars of special events to be celebrated or taught</p>	
<p><i>What was the Activity?</i></p>	
<p><i>How often did you offer it?</i></p>	
<p>Monthly</p>	
<p><i>How many parents and/or staff participated?</i></p>	
<p>Varied 50-100</p>	
<p><i>What was the goal of the activity?</i></p>	
<p>To establish and maintain an awareness of school related activities</p>	
<p><i>What outcomes did you see as a result of the activity?</i></p>	
<p>Students felt supported at school and at home.</p>	

2024-2025 Title I, Parent and Family Engagement Plan (PFEP)

SCHOOL NAME: George W. Munroe Elementary

I, Germaine Kirkland, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal program staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited. As the leader of this school, I certify that I will agree to and uphold the following assurances.

ASSURANCES

- The school will be governed by the statutory definition of parent involvement, and will not carry out programs, activities, and procedures in accordance with the definition outlined in the Elementary and Secondary Education Act
- The school shall offer parents multiple opportunities to attend parent meetings to provide input in decisions relating to the education of their children.
- The school shall involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent

Title I Meeting

- The school shall convene an annual Title I meeting, at a convenient time for parents, to which all parents of participating children shall be invited and encouraged to attend.
- The annual Title I meeting shall provide parents with a description and explanation of the curriculum in use, the academic assessments used to measure student progress, and the achievement levels of state standards.
- The annual Title I meeting shall provide parents with an understanding of Title I and what it can do for their child.
- The annual Title I meeting shall provide parents with an understanding of their rights to know the qualifications of the staff at the Title I school and their right to be informed if the Title I staff do not meet the state definition of qualified or in-field.
- Parents shall be informed of their right to participate in the development of the Parent and Family Engagement Plan (PFEP), the Title I schoolwide plan, and the School Improvement plans (SIP).
- Parents shall be informed about the school accountability grade and that of the district.
- Parents shall be informed about how the school plans to improve their accountability grade so that all students reach grade-level proficiency.

Parent and Family Engagement Plan (PFEP)

- The school will **jointly develop** with, **and distribute** to, parents and family members of participating children, a written PFEP, agreed upon by such parents, that shall describe the means for carrying on the requirements of parent involvement – Section 1116(b)(1).
- Parents shall be given an opportunity to review the previous year's PFEP annually.
- If the PFEP does not meet parent needs, the parents shall be given an opportunity for input into changes of the PFEP.

- The PFEP shall be updated periodically to meet the changing needs of the parents and the school.
- The PFEP shall include strategies for parents to understand the State Standards, the State Assessment, and how to monitor their child's progress and work.
- The PFEP shall provide training and resources to help parents work with their children at home to improve their academic achievement.
- The PFEP shall provide strategies for educating teachers, support personnel, and school leaders to better assist parents, communicate more effectively with parents, and value the contributions of parents – working with them as equal partners and encouraging them to fully participate in the education of their children.
- The PFEP shall provide strategies to build ties between parents and the school.
- The PFEP shall, to the extent possible, plan to coordinate and integrate parent involvement of all Federal, State, and local programs.
- The PFEP shall include parents of all subgroups (English Language Learners EL; Exceptional Student Education ESE; Migrant; Homeless; and Neglected/Delinquent) and provide them with the same information and opportunities in a language and manner that is practicable so they can understand it.
- The PFEP shall be distributed to parents and the community in an understandable and uniform format and to the extent practicable, in a language that parents can understand.
- The PFEP may provide literacy training for parents with the set aside allocation.
- The PFEP may pay reasonable expenses necessary to remove barriers of child care to enable parents to participate in school-related meetings and trainings.

School-Parent Compact

- The school shall jointly develop a school-parent compact annually that outlines how parents, the entire school staff, and students will share responsibility for improved student academic achievement.
- The compact shall include the means by which the school and parents will build and develop a partnership to help children achieve academic standards.
- The compact shall describe the school's responsibility to provide high-quality curriculum and instruction to enable children to meet the Standards.
- The compact shall describe the ways in which each parent is responsible for supporting their child's learning.
- The compact shall offer parents an opportunity to volunteer in their child's classroom.
- The compact shall offer parents reasonable access to staff and the classroom.
- The compact shall spell out how parents can participate in decisions relating to their child's education and their responsibility to monitor the positive use of their child's extracurricular time.
- The compact shall address the importance of regular two-way communication between teachers and parents on an ongoing basis.
- For elementary students, the compact must include how the school will discuss the compact with the parent as it relates to the child's achievement. This must be done **annually**.
- The compact shall address providing frequent reports to parents on children's progress.



Signature of Principal

10/23/24

Date

MISSION STATEMENT

George W. Munroe Elementary School faculty and staff work cooperatively and collaboratively with students, parents and community. We will set high expectations and create a positive learning environment for students, faculty and staff in order to enhance performance and promote development of critical skills. Students will be provided a challenging curriculum in a clean, safe, non-threatening and drug free environment. High-quality staff, innovative and research-based strategies, as well as the use of modern technology will be a key in the delivery of instruction.

INVOLVEMENT OF PARENTS

Explain how the school will involve all parents in an ongoing and timely manner in the planning, review and improvement of Title I and how all parents will be involved in decisions about how parent involvement money will be used to support this PFEP.

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1116(b)(1), 1116(c)(3), and 1114(b)(2)]

ACCESSIBILITY

Explain how the school will provide opportunities for all parents to participate in parent involvement activities, how the school will share information related to the school with parents, and how the school will provide all information in an understandable language. Include all subgroups: ESE, EL, Homeless, Migrant, Foster, Neglected/Delinquent.

George W. Munroe Elementary School provides full opportunities for participation in parental involvement activities to all parents, students, and community members. Memos and letters announcing various parental involvement activities are reviewed for ease of readability, translatability and to make certain all special populations are included. Accommodations are provided during parent activities for special populations. There is close coordination between the school and the ESOL/EL/Migrant offices to blend activities into each other's plans, to provide appropriate services, and to ensure connections to service providers are made available to parents upon identified need. Translating machines with a Spanish translator are provided at all major parent meetings and will be available upon request for any other school or teacher parent activities. The school with the assistance of the district communicates to parents via the Skylert communication system, newsletters, flyers, school marquee, phone calls, news materials and trainings to help parents work with their children to improve their children academics achievement. Forums including Open House, SAC, Parent Teacher Association (PTA) meetings and Parent Expos are utilized to facilitate parental involvement at the school level. The PFEP is provided to all parents the first month of school in a language parents can understand. Any informational documents sent to parents of English Language Learners (EL) and/or migratory children are transcribed and delivered in Spanish or any other language students reportedly spoken in the home. Any information sent to parents of Exceptional Student Education (ESE) is watermarked with contact information for parents to use whenever they have questions about anything they read. As requested, the school employs translators to relay messages to parents via telephone and/or issues certified letters or hand delivered letters to parents' homes to keep them fully aware of George W. Munroe Elementary School happenings, especially issues regarding their children.

1. What is your overall strategy for Parent Involvement in Student Achievement? <i>Include items from the assurances above that must be addressed in the PFEP.</i>
Shall include strategies for parents to understand the State Standards, the State Assessment, and how to monitor their child's progress and work
How will you build parent capacity?
Provide parents with the tools and resources necessary for monitoring student progress toward mastery
What is the Activity or strategy you will be using?
Provide parents with a training on navigating through Focus Provide parents with opportunities to discuss their child's specific content weaknesses and strengths with teachers. Receive information and strategies to be used to help children at home
How will you deliver the activity/strategy?
Parent Report Card Night, School Advisory Council Meetings
What is the timeframe for when the activity/strategy will be implemented? <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i>
Quarterly
Who will be facilitating or implementing the strategy/activity?
Teachers, Principal, Assistant Principals
What group will be receiving the content of the strategy/activity?
Parents of K-4 students
How are you going to let parents know that the activity is that is available to them?
Flyers, Skylert, Display on School Marquee, School Facebook Page
Who are you going to coordinate with to offer the activity or implement the strategy?
Title I Part A-Parental Involvement, Title I Part C – Migrant Student Education, IDEA – Federal ESE, Title IX Homeless Students Education, State Voluntary Pre-K, Headstart – Federal Pre-K, Early Learning Coalition
Why are you offering this activity/strategy?
To build parent capacity on monitoring student achievement through the Focus Portal
What is the impact you hope to achieve?
To increase student achievement as a result of parents monitoring student progress.
How will you document that the activity happened?
Surveys, agendas, photos, and sign-in sheets

2. How are you going to provide parents with an understanding of the requirements of Title I and their rights under Title I? <i>Include items from the assurances above that must be addressed in the PFEP.</i>
Shall provide strategies to build ties between parents and the school Shall, to the extent possible, plan to coordinate and integrate parent involvement of all Federal, State, and local programs.
How will you build parent capacity?
Parents will understand the purpose of Title I, an overview of Every Student Succeeds Act, and an explanation of the Parent's Right to Know Act.
What is the Activity or strategy you will be using?
Title I Annual Parent Night
What is the timeframe for when the activity/strategy will be implemented? <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i>
Annually
Who will be facilitating or implementing the strategy/activity?
Principal, Assistant Principals, and support staff
What group will be receiving the content of the strategy/activity?
Parents and families of students in grades PK-4
How are you going to let parents know that the activity is that is available to them?
Flyers, Skylert, Display on School Marquee, School Facebook Page
Who are you going to coordinate with to offer the activity or implement the strategy?
Title I Part A-Parental Involvement, Title I Part C – Migrant Student Education, IDEA – Federal ESE, Title IX Homeless Students Education, State Voluntary Pre-K, Headstart – Federal Pre-K, Early Learning Coalition
Why are you offering this activity/strategy?
To provide parents with an overview and purpose of Title I schools and programs and provide them with their Parent Rights
What is the impact you hope to achieve?
An an increase in parent attendance at Family Engagement events as a result of their understanding of Title I Federal Programs
How will you document that the activity happened?
Surveys, agendas, photos, and sign-in sheets

<p>3. How will you provide parents with an understanding of the state and local assessments you will be using and the school/district report card? <i>Include items from the assurances above that must be addressed in the PFEP.</i></p>
<p>Shall include strategies for parents to understand the State Standards, the State Assessment, and how to monitor their child's progress and work.</p>
<p><i>How will you build parent capacity?</i></p>
<p>Parents will receive an overview of the Florida Assessment of Student Thinking.</p>
<p><i>What is the Activity or strategy you will be using?</i></p>
<p>We will build parent capacity through engaging trainings on the state benchmarks and how they are assessed Parents will receive training on how to monitor student progress through the Focus Portal Provide parents with sample assessment items</p>
<p><i>How will you deliver the activity/strategy?</i></p>
<p>F.A.S.T Assessment Night</p>
<p><i>What is the timeframe for when the activity/strategy will be implemented?</i> <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i></p>
<p>Annually</p>
<p><i>Who will be facilitating or implementing the strategy/activity?</i></p>
<p>Principal, Assistant Principal, Teacher, and Guidance Counselor</p>
<p><i>What group will be receiving the content of the strategy/activity?</i></p>
<p>Parents of students who are in grades PK - 4</p>
<p><i>How are you going to let parents know that the activity is that is available to them?</i></p>
<p>Flvers, Skylert, Display on School Marquee, School Facebook Page</p>
<p><i>Who are you going to coordinate with to offer the activity or implement the strategy?</i></p>
<p>Title I Part A-Parental Involvement, Title I Part C – Migrant Student Education, IDEA – Federal ESE, Title IX Homeless Students Education, State Voluntary Pre-K, Headstart – Federal Pre-K, Early Learning Coalition</p>
<p><i>Why are you offering this activity/strategy?</i></p>
<p>To build parents' understanding of state and local assessments To increase parents' understanding of school report cards</p>
<p><i>What is the impact you hope to achieve?</i></p>
<p>An increase in student achievement as a result of parents gaining an in-depth understanding state benchmarks and assessments.</p>
<p><i>How will you document that the activity happened?</i></p>
<p>Surveys, agendas, photos, and sign-in sheets</p>

4. How will you provide parents with an understanding of the State Standards and the curriculum you will be using? <i>Include items from the assurances above that must be addressed in the PFEP.</i>
Shall include strategies for parents to understand the State Standards, the State Assessment, and how to monitor their child's progress and work
How will you build parent capacity?
Provide parents with an overview of B.E.S.T standards
What is the Activity or strategy you will be using?
Provide parents with strategies for assisting their child with mastering the B.E.S.T standards.
How will you deliver the activity/strategy?
B.E.S.T Success Night
What is the timeframe for when the activity/strategy will be implemented? <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i>
Annually
Who will be facilitating or implementing the strategy/activity?
Principal, Assistance Principals, Teacher
What group will be receiving the content of the strategy/activity?
Parents of students in grades PK-4
How are you going to let parents know that the activity is that is available to them?
Flyers, Skylert, Display on School Marquee, School Facebook Page
Who are you going to coordinate with to offer the activity or implement the strategy?
Title I Part A-Parental Involvement, Title I Part C – Migrant Student Education, IDEA – Federal ESE, Title IX Homeless Students Education, State Voluntary Pre-K, Headstart – Federal Pre-K, Early Learning Coalition
Why are you offering this activity/strategy?
To increase parent knowledge of the B.E.S.T framework To equip parents with strategies for improving their child's achievement
What is the impact you hope to achieve?
To improve student mastery of B.E.S.T standards To improve student achievement through parents' ability to monitor progress.
How will you document that the activity happened?
Surveys, agendas, photos, and sign-in sheets

<p>5. How will you provide parents with an understanding about how to help their children at home and how to improve academically? <i>Include items from the assurances above that must be addressed in the PFEP.</i></p>
<p>Shall provide training and resources to help parents work with their children at home to improve their academic achievement</p>
<p>How will you build parent capacity?</p>
<p>Provide parents with strategies that can be implemented at home to support with literacy Increase parent knowledge of early literacy behaviors Provide parents with an overview of technology that supports with literacy such as Accelerated Reader, iReady , and Splash Learn</p>
<p>What is the Activity or strategy you will be using?</p>
<p>Provide parents will be given an opportunity to explore technology that supports with literacy such as Accelerated Reader, iReady , and Splash Learn Parents will participate in a Book Walk to receive free children’s books</p>
<p>How will you deliver the activity/strategy?</p>
<p>School Family Literacy Night</p>
<p>What is the timeframe for when the activity/strategy will be implemented? <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i></p>
<p>Annually</p>
<p>Who will be facilitating or implementing the strategy/activity?</p>
<p>Principal, Assistant Principals, Teachers</p>
<p>What group will be receiving the content of the strategy/activity?</p>
<p>Parents of students in grades PK-4</p>
<p>How are you going to let parents know that the activity is that is available to them?</p>
<p>Flyers, Skylert, Display on School Marquee, School Facebook Page</p>
<p>Who are you going to coordinate with to offer the activity or implement the strategy?</p>
<p>Title I Part A-Parental Involvement, Title I Part C – Migrant Student Education, IDEA – Federal ESE, Title IX Homeless Students Education, State Voluntary Pre-K, Headstart – Federal Pre-K, Early Learning Coalition</p>
<p>Why are you offering this activity/strategy?</p>
<p>To increase student achievement in English Language Arts</p>
<p>What is the impact you hope to achieve?</p>
<p>An improvement in STAR Early Literacy scores An increase in English Language Arts proficiency</p>
<p>How will you document that the activity happened?</p>
<p>Surveys, agendas, photos, and sign-in sheets</p>

<p>6. How will you provide assistance to parents in understanding how to monitor their child's progress? <i>Include items from the assurances above that must be addressed in the PFEP.</i></p>
<p>Shall include strategies for parents to understand the State Standards, the State Assessment, and how to monitor their child's progress and work</p>
<p>How will you build parent capacity?</p>
<p>Increase parents' understanding of adaptive technology resources that are available to students Provide parents with an overview of iReady student data reports</p>
<p>What is the Activity or strategy you will be using?</p>
<p>Train parents on how to monitor their child's progress using iReady tools and reports. Increase parents' understanding of STAR Assessment reports. Provide parents with a tutorial on viewing local assessment data through Focus</p>
<p>How will you deliver the activity/strategy?</p>
<p>Pirate Parent Academy (PPA)</p>
<p>What is the timeframe for when the activity/strategy will be implemented? <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i></p>
<p>Each Semester</p>
<p>Who will be facilitating or implementing the strategy/activity?</p>
<p>Principal, Assistant Principals, and Teachers</p>
<p>What group will be receiving the content of the strategy/activity?</p>
<p>Parents of students in PK-4</p>
<p>How are you going to let parents know that the activity is that is available to them?</p>
<p>Flyers, Skylert, Display on School Marquee, School Facebook Page</p>
<p>Who are you going to coordinate with to offer the activity or implement the strategy?</p>
<p>Title I Part A-Parental Involvement, Title I Part C – Migrant Student Education, IDEA – Federal ESE, Title IX Homeless Students Education, State Voluntary Pre-K, Headstart – Federal Pre-K, Early Learning Coalition</p>
<p>Why are you offering this activity/strategy?</p>
<p>To provide parents with strategies that can be used to effectively monitor student progress</p>
<p>What is the impact you hope to achieve?</p>
<p>An increase in student achievement through parental involvement</p>
<p>How will you document that the activity happened?</p>
<p>Surveys, agendas, photos, and sign-in sheets</p>

<p>7. How will you provide teachers and staff with training to understand of the value parents can bring to the school? <i>Include items from the assurances above that must be addressed in the PFEF.</i></p>
<p>Shall provide strategies for educating teachers, support personnel, and school leaders to better assist parents, communicate more effectively with parents, and value the contributions of parents – working with them as equal partners and encouraging them to fully participate in the education of their children. Shall include the means by which the school and parents will build and develop a partnership to help children achieve academic standards</p>
<p>How will you build parent capacity?</p>
<p>Provide parents with resources to assist students at home with improving both literacy and math skills.</p>
<p>What is the Activity or strategy you will be using?</p>
<p>Provide teachers with resources and strategies that can be shared with parents Build teacher capacity on increasing student and parent accountability through data chats and parent conferences. Increase teacher capacity on Robert Marzano’s Protocols for Teaching</p>
<p>How will you deliver the activity/strategy?</p>
<p>Pirate Teacher Expo</p>
<p>What is the timeframe for when the activity/strategy will be implemented? <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i></p>
<p>Each semester</p>
<p>Who will be facilitating or implementing the strategy/activity?</p>
<p>Principal and Assistant Principals</p>
<p>What group will be receiving the content of the strategy/activity?</p>
<p>All teachers</p>
<p>How are you going to let parents know that the activity is that is available to them?</p>
<p>Flyers, Skylert, Display on School Marquee, School Facebook Page</p>
<p>Who are you going to coordinate with to offer the activity or implement the strategy?</p>
<p>Title I Part A-Parental Involvement, Title I Part C – Migrant Student Education, IDEA – Federal ESE, Title IX Homeless Students Education, State Voluntary Pre-K, Headstart – Federal Pre-K, Early Learning Coalition</p>
<p>Why are you offering this activity/strategy?</p>
<p>To increase in-home learning resources available through professional development seminars</p>
<p>What is the impact you hope to achieve?</p>
<p>To improve student achievement in Mathematics and Literacy through parent-teacher communication</p>
<p>How will you document that the activity happened?</p>
<p>Surveys, agendas, photos, and sign-in sheets</p>

<p>8. How will you and your staff reach out and communicate with/work with parents as equal partners to build ties between home and school? <i>Include items from the assurances above that must be addressed in the PFEP.</i></p>
<p>Shall include the means by which the school and parents will build and develop a partnership to help children achieve academic standards Shall provide strategies to build ties between parents and the school</p>
<p>How will you build parent capacity?</p>
<p>Provide parents with knowledge of community and school resources available to students and their families Involve parents in key decision-making regarding Title I expenditures.</p>
<p>What is the Activity or strategy you will be using?</p>
<p>Increase parental involvement opportunities Provide parents with an overview of the 2024-2025 Parent Family Engagement Plan Provide parents with vital workshops such as: the importance of School Attendance, Cybersafety Tips, Incentives for Behavior Management and Self-esteem Building, etc...</p>
<p>How will you deliver the activity/strategy?</p>
<p>School Advisory Council Meetings</p>
<p>What is the timeframe for when the activity/strategy will be implemented? <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i></p>
<p>Quarterly</p>
<p>Who will be facilitating or implementing the strategy/activity?</p>
<p>School Advisory Chair, Principal, Assistant Principals, School Guidance Counselor and School Social Worker</p>
<p>What group will be receiving the content of the strategy/activity?</p>
<p>Parents and Families</p>
<p>How are you going to let parents know that the activity is that is available to them?</p>
<p>Flyers, Skylert, Display on School Marquee, School Facebook Page</p>
<p>Who are you going to coordinate with to offer the activity or implement the strategy?</p>
<p>Title I Part A-Parental Involvement, Title I Part C – Migrant Student Education, IDEA – Federal ESE, Title IX Homeless Students Education, State Voluntary Pre-K, Headstart – Federal Pre-K, Early Learning Coalition</p>
<p>Why are you offering this activity/strategy?</p>
<p>To build ties between the school and the community To strengthen communication between parents and the school</p>
<p>What is the impact you hope to achieve?</p>
<p>To increase parental involvement by ten percent</p>
<p>How will you document that the activity happened?</p>
<p>Surveys, agendas, photos, and sign-in sheets</p>

<p>9. What other evidence-based strategies/activities will you be providing to parents to improve their ability to be a full-support partner to their child at home? <i>Include items from the assurances above that must be addressed in the PPEP.</i></p>
<p>Shall provide strategies to build ties between parents and the school. Shall provide strategies for educating teachers, support personnel, and school leaders to better assist parents, communicate more effectively with parents, and value the contributions of parents</p>
<p>How will you build parent capacity?</p>
<p>Increase parent understanding of resources available to remove barriers for both families and students.</p>
<p>What is the Activity or strategy you will be using?</p>
<p>Develop parent trainings in collaboration with School Advisory Council Training module on parent value and impact Provide that eliminate barriers between students and success</p>
<p>How will you deliver the activity/strategy?</p>
<p>School Advisory Council Meetings, Report Card Night, Literacy Night.</p>
<p>What is the timeframe for when the activity/strategy will be implemented? <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i></p>
<p>Quarterly</p>
<p>Who will be facilitating or implementing the strategy/activity?</p>
<p>School Advisory Councils, Principal, Assistant Principals, School Social Worker, School Guidance Counselor</p>
<p>What group will be receiving the content of the strategy/activity?</p>
<p>Parents and Community Members</p>
<p>How are you going to let parents know that the activity is that is available to them?</p>
<p>Flyers, Skylert, Display on School Marquee, School Facebook Page</p>
<p>Who are you going to coordinate with to offer the activity or implement the strategy?</p>
<p>Title I Part A-Parental Involvement, Title I Part C – Migrant Student Education, IDEA – Federal ESE, Title IX Homeless Students Education, State Voluntary Pre-K, Headstart – Federal Pre-K, Early Learning Coalition</p>
<p>Why are you offering this activity/strategy?</p>
<p>To increase parent understanding of community resources available to families To involve parents in key decision making</p>
<p>What is the impact you hope to achieve?</p>
<p>Provide resources that eliminate barriers Increase parental involvement</p>
<p>How will you document that the activity happened?</p>
<p>Surveys, agendas, photos, and sign-in sheets</p>



<p>10. What did you say you were going to do last year in your PFEP to help parents? <i>Review the activities you said you were going to do in last year's PFEP. List all activities separately</i></p>
<p>Parent Engagement Nights Parent Trainings</p>
<p><i>What was the Activity?</i></p>
<p>Third Grade Parent Night</p>
<p><i>How often did you offer it?</i></p>
<p>Each Semester</p>
<p><i>How many parents and/or staff participated?</i></p>
<p>Approximately twenty-one participants</p>
<p><i>What was the goal of the activity?</i></p>
<p>To build parent capacity on State Assessments and Student Accountability</p>
<p><i>What outcomes did you see as a result of the activity?</i></p>
<p>As a result, student achievement increased in both English Language Arts and Mathematics, which caused the school grade to increase from a "C" to a "B".</p>
<p>11. What did you say you were going to do last year in your PFEP to help parents? <i>Review the activities you said you were going to do in last year's PFEP. List all activities separately</i></p>
<p>Collaborate with parents to improve student achievement Increase Parent Participation at school-level meetings</p>
<p><i>What was the Activity?</i></p>
<p>Parent Expo</p>
<p><i>How often did you offer it?</i></p>
<p>Each semester</p>
<p><i>How many parents and/or staff participated?</i></p>
<p>Approximately twenty-three participants</p>
<p><i>What was the goal of the activity?</i></p>
<p>Empower parents with resources to assist their child(ren) with strategies that will lead to increased student achievement</p>
<p><i>What outcomes did you see as a result of the activity?</i></p>
<p>As a result, student achievement increased in both English Language Arts and Mathematics, which caused the school grade to increase from a "C" to a "B".</p>

<p>12. What did you say you were going to do last year in your PFEP to help parents? <i>Review the activities you said you were going to do in last year's PFEP. List all activities separately</i></p>
<p>Provide parents with opportunities to discuss their child's academic progress with teachers.</p>
<p><i>What was the Activity?</i></p>
<p>Title I Annual Meeting</p>
<p><i>How often did you offer it?</i></p>
<p>Annually</p>
<p><i>How many parents and/or staff participated?</i></p>
<p>Approximately eighteen participants</p>
<p><i>What was the goal of the activity?</i></p>
<p>To increase parent knowledge of the Title I Program Rights To Know To provide parents with an overview of the school's Parent and Family Engagement Plan</p>
<p><i>What outcomes did you see as a result of the activity?</i></p>
<p>As a result, student achievement increased in both English Language Arts and Mathematics, which caused the school grade to increase from a "C" to a "B".</p>
<p>13. What did you say you were going to do last year in your PFEP to help parents? <i>Review the activities you said you were going to do in last year's PFEP. List all activities separately</i></p>
<p>Provide parents with an opportunity to provide input on school-wide decisions</p>
<p><i>What was the Activity?</i></p>
<p>School Advisory Council Meetings</p>
<p><i>How often did you offer it?</i></p>
<p>Quarterly</p>
<p><i>How many parents and/or staff participated?</i></p>
<p>Varied 15-20 participants</p>
<p><i>What was the goal of the activity?</i></p>
<p>To increase parental involvement To build ties between parents and teachers</p>
<p><i>What outcomes did you see as a result of the activity?</i></p>
<p>Parent involvement increased which led to a School Grade of a "B"</p>

Possible People who can facilitate activities:

- Principal
- Assistant principal
- Guidance counselor
- Consultant
- Teacher
- SAC
- Professional Learning Team
- Parent Services Team
- Technology Staff
- Federal Programs Staff
- ESE Staff
- EL/Migrant Staff
- Assessment Staff
- Technology Staff
- Elementary Education Staff
- Secondary Education Staff
- CTE Education Staff
- Parents
- Community/Business Members

Possible communication tools:

- Newsletter
- Skyward
- Parent Portal
- Skylert
- Facebook
- School Marquee
- Flyers
- Invitations
- Email
- District or school website
- Backpack
- School/parent handbook

Possible documentation:

- Agenda
- Presentation documents
- Presentation recordings
- Sign-in sheets
- Skylert reports
- Meeting minutes
- Meeting handouts

- Completed surveys

Possible Capacity Activity:

- ELA training
- Math training
- Science training
- Social Studies training
- Standards training
- Literacy workshops
- Assessment training
- Intervention training
- End of Course prep
- Industry Standards
- CTE training
- Report Card training
- Behavior training
- SEL training
- PBIS training
- Data Chats
- Curriculum nights
- Parent Expos
- College Awareness
- DLOPI
- Resource Center
- SAC training
- Parent Portal training
- Title I training
- Training on values
- Training on communication
- Training on relationships
- Training n collaboration
- Technology training
- Safety training
- Credit recovery training
- Health/nutrition training
- Drug/opioid training
- Physical fitness training
- Research training
- Copyright training

2024-2025 Title I, Parent and Family Engagement Plan (PFEP)

SCHOOL NAME: Havana Magnet School

I, **Thelma T.Hickman**, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal program staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited. As the leader of this school, I certify that I will agree to and uphold the following assurances.

ASSURANCES

- The school will be governed by the statutory definition of parent involvement, and will not carry out programs, activities, and procedures in accordance with the definition outlined in the Elementary and Secondary Education Act
- The school shall offer parents multiple opportunities to attend parent meetings to provide input in decisions relating to the education of their children.
- The school shall involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent

Title I Meeting

- The school shall convene an annual Title I meeting, at a convenient time for parents, to which all parents of participating children shall be invited and encouraged to attend.
- The annual Title I meeting shall provide parents with a description and explanation of the curriculum in use, the academic assessments used to measure student progress, and the achievement levels of state standards.
- The annual Title I meeting shall provide parents with an understanding of Title I and what it can do for their child.
- The annual Title I meeting shall provide parents with an understanding of their rights to know the qualifications of the staff at the Title I school and their right to be informed if the Title I staff do not meet the state definition of qualified or in-field.
- Parents shall be informed of their right to participate in the development of the Parent and Family Engagement Plan (PFEP), the Title I schoolwide plan, and the School Improvement plans (SIP).
- Parents shall be informed about the school accountability grade and that of the district.
- Parents shall be informed about how the school plans to improve their accountability grade so that all students reach grade-level proficiency.

Parent and Family Engagement Plan (PFEP)

- The school will **jointly develop** with, **and distribute** to, parents and family members of participating children, a written PFEP, agreed upon by such parents, that shall describe the means for carrying on the requirements of parent involvement – Section 1116(b)(1).
- Parents shall be given an opportunity to review the **previous year's PFEP** annually.

- If the PFEP does not meet parent needs, the parents shall be given an opportunity for input into changes of the PFEP.
- The PFEP shall be updated periodically to meet the changing needs of the parents and the school.
- The PFEP shall include strategies for parents to understand the State Standards, the State Assessment, and how to monitor their child's progress and work.
- The PFEP shall provide training and resources to help parents work with their children at home to improve their academic achievement.
- The PFEP shall provide strategies for educating teachers, support personnel, and school leaders to better assist parents, communicate more effectively with parents, and value the contributions of parents – working with them as equal partners and encouraging them to fully participate in the education of their children.
- The PFEP shall provide strategies to build ties between parents and the school.
- The PFEP shall, to the extent possible, plan to coordinate and integrate parent involvement of all Federal, State, and local programs.
- The PFEP shall include parents of all subgroups (English Language Learners EL; Exceptional Student Education ESE; Migrant; Homeless; and Neglected/Delinquent) and provide them with the same information and opportunities in a language and manner that is practicable so they can understand it.
- The PFEP shall be distributed to parents and the community in an understandable and uniform format and to the extent practicable, in a language that parents can understand.
- The PFEP may provide literacy training for parents with the set aside allocation.
- The PFEP may pay reasonable expenses necessary to remove barriers of child care to enable parents to participate in school-related meetings and training.

School-Parent Compact

- The school shall jointly develop a **school-parent compact** annually that outlines how parents, the entire school staff, and students will share responsibility for improved student academic achievement.
- The compact shall include the means by which the school and parents will build and develop a partnership to help children achieve academic standards.
- The compact shall describe the school's responsibility to provide high-quality curriculum and instruction to enable children to meet the Standards.
- The compact shall describe the ways in which each parent is responsible for supporting their child's learning.
- The compact shall offer parents an opportunity to volunteer in their child's classroom.
- The compact shall offer parents reasonable access to staff and the classroom.
- The compact shall spell out how parents can participate in decisions relating to their child's education and their responsibility to monitor the positive use of their child's extracurricular time.
- The compact shall address the importance of regular two-way communication between teachers and parents on an ongoing basis.
- For elementary students, the compact must include how the school will discuss the compact with the parent as it relates to the child's achievement. This must be done annually.
- The compact shall address providing frequent reports to parents on children's progress.

J. Hickman

October 3, 2024

Signature of Principal

Date

MISSION STATEMENT

The mission of Havana Magnet School is to be accountable for providing a globally competitive education that empowers students to achieve academic and personal success and become responsible citizens. We accept the challenge to teach all students so they may reach their maximum educational potential. It is in this spirit that we would like to align ourselves as full partners with the parents of our students. This will help make Havana Magnet School the center of community activity and learning through curriculum nights, fine arts events, and active communication between the school and our families.

INVOLVEMENT OF PARENTS

Explain how the school will involve all parents in an ongoing and timely manner in the planning, review and improvement of Title I and how all parents will be involved in decisions about how parent involvement money will be used to support this PFEP.

HMS believes that parents should be involved and help make decisions concerning Title I. The School Advisory Council is responsible for developing, implementing, and evaluating the School Improvement Plan and Parental Involvement Plan. Havana Magnet School will ensure the organized, ongoing and timely manner of involving parents through the following methods:

- Home-to-school and school-to-home communication in English and other languages
- Flyers
- Newsletters
- HMS Parent and Guardian Remind messages
- School Website
- Email
- Social Media Posts
- Class Dojo
- Clever
- Classroom Remind

Parents and families are involved in the planning, review and improvement of Title I programs, including involvement in the decision making of how funds for Title I will be used by:

Attending

- School Advisory Council (SAC) meetings
- Parent Expo Meetings
- Annual Title I Meeting

Participating In

- Parent and family engagement capacity-building activities

Reviewing

- Academic data
- Previous school year Parent and Family Engagement Plan

HMS believes that parents should be involved and help make decisions concerning Title I and student outcomes. The School Advisory Council is responsible for developing, implementing, and evaluating the School Improvement Plan and Parental Involvement Plan. All parents are given the opportunity to review the plan and offer their input prior to approval. During the SACS meeting, the council will decide how Title I funds will be utilized.

HMS will involve parents in all aspects of its Title I program. The School Advisory Committee (SAC) has the responsibility for developing, implementing, and evaluating the School Improvement Plan (SIP) and Parent Involvement Plan (PIP), now known as the Parent Family Engagement Plan (PFEP). During the first SAC meetings, Title I pamphlets are provided along with the Florida Standards. The school involves all parents in the discussions regarding how funds will be used by seeking parents' ideas and suggestions for the expanding of the funds during the first meeting of SAC. Funds are allotted according to goals for student achievement and school culture, based on assessment and behavior data. The SAC along with all other parents provide input into the development, implementation, and evaluation of the PFEP. The annual Title I parent meeting provides information to parents about Title I and their rights to be involved and be knowledgeable about the qualifications of the children's teachers and paraprofessionals. The meeting also informs parents about school and district grades, curriculum, school choice, and other assistance their child will receive by virtue of being in a Title I school wide program. Other parent meetings and expos are held quarterly with the intent to seek parent involvement and input regarding the school investment of federal funds. During the quarterly meetings, input is solicited from Council members and all parents in attendance in regards to specific goals they have for the school and in decisions involving the use of parent involvement funds for parent activities to reach those goals, and how those goals relate to the development of the SIP. Parents are also surveyed at least once for Title I for their input on activities and expenditures for those activities that support the PFEP and parent activities.

ACCESSIBILITY

Explain how the school will provide opportunities for all parents to participate in parent involvement activities, how the school will share information related to the school with parents, and how the school will provide all information in an understandable language. Include all subgroups: ESE, EL, Homeless, Migrant, Foster, Neglected/Delinquent.

Havana Magnet School will coordinate and integrate parent and family engagement programs and activities through a host of planned events throughout the school year. These activities will teach parents how to help their child (ren) at home through the implementation of various best-known practices that are linked to learning. Below you will find the delineated program and coordination for each school-based program. HMS will continually hold meetings where information will be presented about the Title I programs, curriculum, and academic assessment during the month of September. Parents will obtain information about the school wide programs, how to set up conferences with teachers, and will have opportunities to participate in decisions on these topics, they will receive a copy of the PFEP. Parents will obtain the

parent handbook, which includes information that is more detailed. Parents will be able to visit the classrooms during these meetings. Teachers will provide additional information on the Subjects they teach home-school folders and how parents can help at home. Teachers will maintain sign-in sheets. Teachers will also prepare an information packet for all the parents that were not able to attend. HMS provides full opportunities for participation in parental involvement activities to all parents, students, and community members.

HMS will hold quarterly meetings where information will be presented regarding the Title I programs, curriculum, and academic assessment. Parents will obtain information about the school wide programs, community partnerships, communication norms, and will have opportunities to participate in decisions on these topics. Parents will obtain the student Code of Conduct handbook, which includes more detailed information. Parents will be able to visit the classrooms during these meetings. Teachers will provide additional information on the subjects they teach, home-school folders and how parents can help at home. Teachers will maintain sign-in sheets. Information packets will be sent home with students for parents who are unable to attend.

HMS provides full opportunities for participation in parental involvement activities to all parents, students, and community members. Memos and letters announcing various parental involvement activities are reviewed for ease of readability, translatability and to make certain all special populations are included. Social media and mass messaging systems (i.e. Remind, SkyAlert) are employed to ensure consistent communication regarding all school events. A monthly calendar is provided via these platforms to encourage maximum involvement. Accommodations are provided during parent activities for special populations. There is a close coordination between the school and the ESOL/EL/Migrant offices to blend activities into each other's plans, to provide appropriate services, and to ensure connections to service providers are made available to parents upon identified need. The school with the assistance of the district communicates to parents via the SkyAlert communication system, newsletters, flyers, newly purchased digital signs, phone calls, news materials and training to help parents work with their children to improve their children's academic achievement. Forums including Open House, SAC, and Parent Expos are utilized to facilitate parental involvement at the school level. The PFEP is provided to all parents in a language parents can understand. Any informational documents sent to parents of English Language Learners (EL) and/or migratory children are transcribed and delivered in Spanish or any other language students reportedly spoke in the home. Any information sent to parents of Exceptional Student Education (ESE) is watermarked with contact information for parents to use whenever they have questions about anything they read. As requested, the school employs translators to relay messages to parents via telephone and/or issues certified letters or hand delivered letters to parents' homes to keep them fully aware of Chattahoochee Elementary School happenings, especially issues regarding their children

1. What is your overall strategy for Parent Involvement in Student Achievement?

Include items from the assurances above that must be addressed in the PFEP.

Parents will be invited to quarterly parent meetings to discuss student progress following the issuance of report cards from each grading period. In addition, students identified as low-performing will have semi-quarterly conferences to discuss interventions and support.

<i>How will you build parent capacity?</i>
Parents will be empowered via the establishment of relationships with teachers, administrative participation in parent conferences, and bi-directional communication with teachers via messaging applications. Parents will also be provided with access to supplemental materials for use at home. Provide assistance to parents of children served to understand State academic standards. Provide assistance to parents of children served to understand State and local assessments. Providing assistance to parents of children served to understand how to monitor a child's progress.. Providing assistance to parents of children served to understand how to improve their child's achievement.
<i>What is the Activity or strategy you will be using?</i>
The main activity for parent engagement in student achievement and building capacity is the involvement of parents in semi-quarterly conferences and the provision of supplemental materials.
<i>How will you deliver the activity/strategy?</i>
Title I Annual Meeting, Professional Learning Community, School Advisory Council Meeting, Parent Training
<i>What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)</i>
First Quarter, Second Quarter, Third Quarter, Fourth Quarter
<i>Who will be facilitating or implementing the strategy/activity?</i>
Teachers
<i>What group will be receiving the content of the strategy/activity?</i>
All Parents
<i>How are you going to let parents know that the activity is that is available to them?</i>
Flyer or Invitation
<i>Who are you going to coordinate with to offer the activity or implement the strategy?</i>
Title I, Part A- Parent Involvement, Title III, Part A- ELL, Title IX Homeless Student Education, IDEA- Federal ESE
<i>Why are you offering this activity/strategy?</i>
To make parents aware of state assessments and their parental rights.
<i>What is the impact you hope to achieve?</i>
Improve Parent Participation Rates Improve attendance at mandatory Parent Nights to 15% of parents.
<i>How will you document that the activity happened?</i>
Meeting/Training Sign-in Sheets, Meeting/Training Agenda, Meeting Minutes

2. How are you going to provide parents with an understanding of the requirements of Title I and their rights under Title I?
<i>Include items from the assurances above that must be addressed in the PFEP.</i>
Parents are invited to an annual Title I meeting where the purpose of the Title I programs and use of funding are discussed.
<i>How will you build parent capacity?</i>
Parents will be invited to join advisory council
<i>What is the Activity or strategy you will be using?</i>
Provide Information on the Title I Program, Training developed in collaboration with parents to support parent involvement, data chats, School Advisory Council Meetings
<i>How will you deliver the activity/strategy?</i>
Title I Annual Meeting, Parent Training, School Advisory Council Meeting
<i>What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)</i>
First Quarter
<i>Who will be facilitating or implementing the strategy/activity?</i>
Director of Federal Programs, Parent Services Team
<i>What group will be receiving the content of the strategy/activity?</i>
All Stakeholders
<i>How are you going to let parents know that the activity is available to them?</i>
School or District Website, Flyer or Invitation
<i>Who are you going to coordinate with to offer the activity or implement the strategy?</i>
Parent Involvement Resource Center, Title I, Part A- Parent Involvement
<i>Why are you offering this activity/strategy?</i>
To make parents aware of the funding provided to the public schools with low-income families. To make parents aware of the funding provided to the public schools with low-income families and give them an opportunity for input.
<i>What is the impact you hope to achieve?</i>
Improve knowledge of the Title I Program Improve parent participation by 5%
<i>How will you document that the activity happened?</i>
Meeting/Training Sign-in Sheets, Meeting/Training Agenda, Meeting Minutes

<p>3. How will you provide parents with an understanding of the state and local assessments you will be using and the school/district report card?</p> <p><i>Include items from the assurances above that must be addressed in the PFEP.</i></p>
<p>A Parent Expo will be held that focuses specifically on the guidelines for the State Progress Monitoring Assessment, provides the schedule for groups of students, and requests support from home with regard to test preparation.</p>
<p><i>How will you build parent capacity?</i></p>
<p>Parents are provided with access to the F.A.S.T. parent portal, and the links to the practice tests appropriate for their students' grade level.</p>
<p><i>What is the Activity or strategy you will be using?</i></p>
<p>Florida Standards Assessment- English Language Arts, Florida Standards Assessment- Mathematics Grades 3-8, Understanding the Florida Standards Assessment Student Report, Understanding i-Ready Diagnostic Report</p>
<p><i>How will you deliver the activity/strategy?</i></p>
<p>School Advisory Council Meeting, Title I Annual Meeting</p>
<p><i>What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)</i></p>
<p>Second Quarter</p>
<p><i>Who will be facilitating or implementing the strategy/activity?</i></p>
<p>Principal, Resource Teacher</p>
<p><i>What group will be receiving the content of the strategy/activity?</i></p>
<p>All Stakeholders, Parents of At-Risk Students</p>
<p><i>How are you going to let parents know that the activity is available to them?</i></p>
<p>Backpack, Campus Display on Marquee, Flyer or Invitation</p>
<p><i>Who are you going to coordinate with to offer the activity or implement the strategy?</i></p>
<p>Title I, Part A- Parent Involvement, Title III, Part A- ELL, IDEA- Federal ESE, State Voluntary Pre-K, Head Start- Federal Pre-K</p>
<p><i>Why are you offering this activity/strategy?</i></p>
<p>Based on student data from last year, less than 50% of our students are proficient in Reading.</p>
<p><i>What is the impact you hope to achieve?</i></p>
<p>Improve English Language Arts Achievement Improve by 10% in grades 3-8</p>
<p><i>How will you document that the activity happened?</i></p>
<p>Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes</p>

4. How will you provide parents with an understanding of the State Standards and the curriculum you will be using?
<i>Include items from the assurances above that must be addressed in the PFEP.</i>
At Parent Expos, parents are provided with information regarding the state assessed standards. Student work is displayed, and connection to the standards is highlighted.
<i>How will you build parent capacity?</i>
Parents will be provided with at-home-assignments that encourage their involvement in and understanding of the standards and the associated assignments. This will encourage them to be involved in the process of standards mastery.
<i>What is the Activity or strategy you will be using?</i>
Provide Information on the Title I Program, Training developed in collaboration with parents to support parent involvement, data chats, School Advisory Council Meetings
<i>How will you deliver the activity/strategy?</i>
Title I Annual Meeting, Parent Training, School Advisory Council Meeting
<i>What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)</i>
First Quarter
<i>Who will be facilitating or implementing the strategy/activity?</i>
Director of Federal Programs, Parent Services Team
<i>What group will be receiving the content of the strategy/activity?</i>
All Stakeholders
<i>How are you going to let parents know that the activity is that is available to them?</i>
School or District Website, Flyer or Invitation
<i>Who are you going to coordinate with to offer the activity or implement the strategy?</i>
Parent Involvement Resource Center, Title I, Part A- Parent Involvement
<i>Why are you offering this activity/strategy?</i>
To make parents aware of the funding provided to the public schools with low-income families. To make parents aware of the funding provided to the public schools with low-income families and give them an opportunity for input.
<i>What is the impact you hope to achieve?</i>
Improve knowledge of the Title I Program Improve parent participation by 5%
<i>How will you document that the activity happened?</i>
Meeting/Training Sign-in Sheets, Meeting/Training Agenda, Meeting Minutes

5. How will you provide parents with an understanding about how to help their children at home and how to improve academically?
<i>Include items from the assurances above that must be addressed in the PFEP.</i>
In addition to the exposure to standards at Parent Expos and through homework assignments, teachers will provide options that are learner-based (i.e. iReady teacher assigned lessons) as means of remediation at home.
<i>How will you build parent capacity?</i>
Parents who have access to the internet at home will be able to monitor their students' progress without having to provide instruction, and can aid in ensuring that academic gaps are closed.
<i>What is the Activity or strategy you will be using?</i>
Understanding i-Ready Diagnostic Report, Understanding the Florida Standards Assessment Student Report
<i>How will you deliver the activity/strategy?</i>
Parent / Teacher Conference, Parent Training
<i>What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)</i>
Second Quarter
<i>Who will be facilitating or implementing the strategy/activity?</i>
Principal, Resource Teacher
<i>What group will be receiving the content of the strategy/activity?</i>
All Parents
<i>How are you going to let parents know that the activity is available to them?</i>
Skylert, Flyer or Invitation, Email
<i>Who are you going to coordinate with to offer the activity or implement the strategy?</i>
Title II, Part A- Staff Training
<i>Why are you offering this activity/strategy?</i>
To show parents their child's strengths and areas of need down to the sub-skill level. This report helps pinpoint the area of the target.
<i>What is the impact you hope to achieve?</i>
Improve English Language Arts Achievement Improve by 5% in grades 3-8
<i>How will you document that the activity happened?</i>
Meeting/Training Sign-in Sheets, Meeting/Training Agenda, Meeting Minutes

6. How will you provide assistance to parents in understanding how to monitor their child's progress?
<i>Include items from the assurances above that must be addressed in the PFEP.</i>
The STAR assessment and iReady assessment provide parent letters that describe, in detail, how students score and what their strengths and weaknesses are. These parent reports are provided to all parents.
<i>How will you build parent capacity?</i>
In administrative conferences, parents receive a detailed analysis of the parent reports, and materials to use in support of the recommendations made by the diagnostic results.
<i>What is the Activity or strategy you will be using?</i>
Understanding Report Cards, Understanding i-Ready Diagnostic Report, Understanding the STAR Diagnostic, Understanding the Florida Standards Assessment Student Report
<i>How will you deliver the activity/strategy?</i>
Parent / Teacher Conference, Data chat meetings, Parent Training
<i>What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)</i>
Second Quarter
<i>Who will be facilitating or implementing the strategy/activity?</i>
Principal, Resource Teacher
<i>What group will be receiving the content of the strategy/activity?</i>
All Parents, Teachers
<i>How are you going to let parents know that the activity is available to them?</i>
Backpack
<i>Who are you going to coordinate with to offer the activity or implement the strategy?</i>
Title I, Part A- Parent Involvement, Title III, Part A- ELL, IDEA- Federal ESE, State Voluntary Pre-K, Head Start- Federal Pre-K
<i>Why are you offering this activity/strategy?</i>
Provide parents with information that they can use to understand how their child is performing in his/her academic courses.
<i>What is the impact you hope to achieve?</i>
Improve Student Attendance Improve attendance by 10%
<i>How will you document that the activity happened?</i>
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes

7. How will you provide teachers and staff with training to understand of the value parents can bring to the school?
<i>Include items from the assurances above that must be addressed in the PTEP.</i>
Parent partnerships are integral to the success of the school. Teachers are required to make contact with all parents at the beginning of the school year, and of the parents of students requiring intervention twice per quarter. Parents are invited to conduct behavior observations and to participate in the learning process via an open door policy.
<i>How will you build parent capacity?</i>
Parents are provided with contact information for their scholar's teacher via mass messaging application and email. Parent observations are ingrained within the school's prescriptive discipline plan, and parent contact is required at least once each quarter.
<i>What is the Activity or strategy you will be using?</i>
Training module on building tie between parents and the school, Training developed in collaboration with parents to support parent involvement
<i>How will you deliver the activity/strategy?</i>
Parent Training, Online Self-guided Training
<i>What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)</i>
Third Quarter
<i>Who will be facilitating or implementing the strategy/activity?</i>
Principal, Resource Teacher
<i>What group will be receiving the content of the strategy/activity?</i>
All Parents, Teachers, Specialized Instructional Support Personnel, School Administrators
<i>How are you going to let parents know that the activity is that is available to them?</i>
Flyer or Invitation, Email
<i>Who are you going to coordinate with to offer the activity or implement the strategy?</i>
Title II, Part A- Staff Training, Title I, Part A- Parent Involvement, IDEA- Federal ESE, Title IX Homeless Student Education, Early Learning Coalition
<i>Why are you offering this activity/strategy?</i>
Identify how perceptions affect reality and identify barriers and possible solutions to parental participation
<i>What is the impact you hope to achieve?</i>
Improve Parent Participation Rates Improve parent participation by 5%
<i>How will you document that the activity happened?</i>
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes



8. How will you and your staff reach out and communicate with/work with parents as equal partners to build ties between home and school?
<i>Include items from the assurances above that must be addressed in the PFEP.</i>
Quarterly parent mass meetings and individual parent conferences, as well as monthly activity calendars will be the major mode of communication with parents.
<i>How will you build parent capacity?</i>
Parents will be solicited to provide suggestions for activities for students.
<i>What is the Activity or strategy you will be using?</i>
Training module on communicating with parents or diverse populations, Training developed in collaboration with parents to support parent involvement
<i>How will you deliver the activity/strategy?</i>
Staff Training
<i>What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)</i>
First Quarter
<i>Who will be facilitating or implementing the strategy/activity?</i>
Principal, Resource Teacher
<i>What group will be receiving the content of the strategy/activity?</i>
Teachers
<i>How are you going to let parents know that the activity is that is available to them?</i>
Email, School or District Website, Campus Display on Marquee
<i>Who are you going to coordinate with to offer the activity or implement the strategy?</i>
Title II, Part A- Staff Training, Title III, Part A- ELL
<i>Why are you offering this activity/strategy?</i>
Create parent friendly notices and create a list of the required parent notifications.
<i>What is the impact you hope to achieve?</i>
Improve parent satisfaction, Improve Parent Participation Rates Improve parent participation by 10%
<i>How will you document that the activity happened?</i>
Meeting/Training Agenda, Meeting Minutes, Meeting/Training Sign-in Sheets

9. What other evidence-based strategies/activities will you be providing to parents to improve their ability to be a full-support partner to their child at home?

Include items from the assurances above that must be addressed in the PLEP.

Each grade level is required to participate in field trips that expand the students' horizons and promote awareness of local opportunities and career paths. Parents will be encouraged to participate in these trips and the follow-up activities.

How will you build parent capacity?

Many of the field trips are payable as supplemental curricular activities under grant funding, so parents do not have to concern themselves with the cost of student admission. This will allow the parents to cover their own cost of participation with more ease.

What is the Activity or strategy you will be using?

The activity used to increase parent capacity and engagement are grade-level field trips.

How will you deliver the activity/strategy?

The activity will be coordinated by the classroom teacher.

What is the timeframe for when the activity/strategy will be implemented?

(i.e., annually, quarterly, each semester, monthly, etc.)

The field trips will take place each semester.

Who will be facilitating or implementing the strategy/activity?

The field trips will be planned as school-wide activities. The teachers are responsible for planning the trips to align with the curriculum.

What group will be receiving the content of the strategy/activity?

Parents at each grade level will have the opportunity to participate in these trips.

How are you going to let parents know that the activity is that is available to them?

Parents will receive flyers, mass messages, and field trip permission forms to encourage their participation.

Who are you going to coordinate with to offer the activity or implement the strategy?

Coordination will occur between parents, teachers, school, and grant managers at the district level.

Why are you offering this activity/strategy?

These activities are high-interest and accessible, making them ideal for our population.

What is the impact you hope to achieve?

Through these field trips, we hope to facilitate increased exposure to local opportunities, and build stronger relationships between parents and teachers.

How will you document that the activity happened?

Completed participation forms and follow up activities will be used as documentation for the trips.

<p>10. What did you say you were going to do last year in your PFEP to help parents?</p> <p><i>Review the activities you said you were going to do in last year's PFEP. List all activities separately</i></p>
<p>Last year, we focused on increasing positive publicity and exposure.</p>
<p><i>What was the Activity?</i></p>
<p>Building communication between home and school via Social Media Posts highlighting school events.</p>
<p><i>How often did you offer it?</i></p>
<p>Parents and community members received weekly updates via social media to engage them and keep them abreast of school events and activities.</p>
<p><i>How many parents and/or staff participated?</i></p>
<p>Hundreds of parents participated and used the Social Media posts.</p>
<p><i>What was the goal of the activity?</i></p>
<p>Increased parent and school involvement and positive interaction.</p>
<p><i>What outcomes did you see as a result of the activity?</i></p>
<p>Parents shared information related to the school with their families and other community members, and the school became more recognizable, with parents beginning to reference the school's page as a source of information.</p>
<p>11. What did you say you were going to do last year in your PFEP to help parents?</p> <p><i>Review the activities you said you were going to do in last year's PFEP. List all activities separately</i></p>
<p>HMS Established a resource room as a means of providing assistance to parents.</p>
<p><i>What was the Activity?</i></p>
<p>The resource room was stocked with school supplies, clothing and personal items.</p>
<p><i>How often did you offer it?</i></p>
<p>The resource room was available throughout the school year.</p>
<p><i>How many parents and/or staff participated?</i></p>
<p>There were 30 parents, in particular, who made regular use of the resource room. All 10 of the teachers contributed to the items in the resource room, and our operations team (custodial staff) was responsible for ensuring the area was tidy and inviting.</p>
<p><i>What was the goal of the activity?</i></p>
<p>To provide support to parents who may not have the means to provide necessities for all their children.</p>
<p><i>What outcomes did you see as a result of the activity?</i></p>
<p>Parents are more trusting of the school and school personnel, and feel comfortable coming to make requests and discuss their needs.</p>

12. What did you say you were going to do last year in your PFEP to help parents?	
<i>Review the activities you said you were going to do in last year's PFEP. List all activities separately.</i>	
Last year, HMS hosted parent meetings in order to inform parents about student progress and school events.	
What was the Activity?	
Quarterly Parent Meetings	
How often did you offer it?	
The parent meetings occurred at the end of each quarter.	
How many parents and/or staff participated?	
30-50 parents participated, and all staff members (30) participated in the parent meetings on a regular basis.	
What was the goal of the activity?	
The goal of the parent meetings was to ensure that parents had all information necessary to aid in their students' success.	
What outcomes did you see as a result of the activity?	
The parents were not extremely responsive to the face-to-face mass meetings, but responded better to individual meetings.	

Possible People who can facilitate activities:

- Principal
- Assistant principal
- Guidance counselor
- Consultant
- Teacher
- SAC
- Professional Learning Team
- Parent Services Team
- Technology Staff
- Federal Programs Staff
- ESE Staff
- EL/Migrant Staff
- Assessment Staff
- Technology Staff
- Elementary Education Staff
- Secondary Education Staff
- CTE Education Staff
- Parents
- Community/Business Members

- Skyward
- Parent Portal
- Skylert
- Facebook
- School Marquee
- Flyers
- Invitations
- Email
- District or school website
- Backpack
- School/parent handbook

Possible documentation:

- Agenda
- Presentation documents
- Presentation recordings
- Sign-in sheets
- Skylert reports
- Meeting minutes
- Meeting handouts
- Completed surveys

Possible communication tools:

- Newsletter

Possible Capacity Activity:

- ELA training

- Math training
- Science training
- Social Studies training
- Standards training
- Literacy workshops
- Assessment training
- Intervention training
- End of Course prep
- Industry Standards
- CTE training
- Report Card training
- Behavior training
- SEL training
- PBIS training
- Data Chats
- Curriculum nights
- Parent Expos
- College Awareness
- DLOPI
- Resource Center
- SAC training
- Parent Portal training
- Title I training
- Training on values
- Training on communication
- Training on relationships
- Training and collaboration
- Technology training
- Safety training
- Credit recovery training
- Health/nutrition training
- Drug/opioid training
- Physical fitness training
- Research training
- Copyright training

2024-2025 Title I, Parent and Family Engagement Plan (PFEP)

SCHOOL NAME: Greensboro Elementary School (0141)

I, Stephen Pitts, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal program staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited. As the leader of this school, I certify that I will agree to and uphold the following assurances.

ASSURANCES

- The school will be governed by the statutory definition of parent involvement, and will not carry out programs, activities, and procedures in accordance with the definition outlined in the Elementary and Secondary Education Act
- The school shall offer parents multiple opportunities to attend parent meetings to provide input in decisions relating to the education of their children.
- The school shall involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent

Title I Meeting

- The school shall convene an annual Title I meeting, at a convenient time for parents, to which all parents of participating children shall be invited and encouraged to attend.
- The annual Title I meeting shall provide parents with a description and explanation of the curriculum in use, the academic assessments used to measure student progress, and the achievement levels of state standards.
- The annual Title I meeting shall provide parents with an understanding of Title I and what it can do for their child.
- The annual Title I meeting shall provide parents with an understanding of their rights to know the qualifications of the staff at the Title I school and their right to be informed if the Title I staff do not meet the state definition of qualified or in-field.
- Parents shall be informed of their right to participate in the development of the Parent and Family Engagement Plan (PFEP), the Title I schoolwide plan, and the School Improvement plans (SIP).
- Parents shall be informed about the school accountability grade and that of the district.
- Parents shall be informed about how the school plans to improve their accountability grade so that all students reach grade-level proficiency.

Parent and Family Engagement Plan (PFEP)

- The school will **jointly develop** with, **and distribute** to, parents and family members of participating children, a written PFEP, agreed upon by such parents, that shall describe the means for carrying on the requirements of parent involvement – Section 1116(b)(1).
- Parents shall be given an opportunity to review the previous year's PFEP annually.

- If the PFEP does not meet parent needs, the parents shall be given an opportunity for input into changes of the PFEP.
- The PFEP shall be updated periodically to meet the changing needs of the parents and the school.
- The PFEP shall include strategies for parents to understand the State Standards, the State Assessment, and how to monitor their child's progress and work.
- The PFEP shall provide training and resources to help parents work with their children at home to improve their academic achievement.
- The PFEP shall provide strategies for educating teachers, support personnel, and school leaders to better assist parents, communicate more effectively with parents, and value the contributions of parents – working with them as equal partners and encouraging them to fully participate in the education of their children.
- The PFEP shall provide strategies to build ties between parents and the school.
- The PFEP shall, to the extent possible, plan to coordinate and integrate parent involvement of all Federal, State, and local programs.
- The PFEP shall include parents of all subgroups (English Language Learners EL; Exceptional Student Education ESE; Migrant; Homeless; and Neglected/Delinquent) and provide them with the same information and opportunities in a language and manner that is practicable so they can understand it.
- The PFEP shall be distributed to parents and the community in an understandable and uniform format and to the extent practicable, in a language that parents can understand.
- The PFEP may provide literacy training for parents with the set aside allocation.
- The PFEP may pay reasonable expenses necessary to remove barriers of child care to enable parents to participate in school-related meetings and trainings.

School-Parent Compact

- The school shall jointly develop a **school-parent compact** annually that outlines how parents, the entire school staff, and students will share responsibility for improved student academic achievement.
- The compact shall include the means by which the school and parents will build and develop a partnership to help children achieve academic standards.
- The compact shall describe the school's responsibility to provide high-quality curriculum and instruction to enable children to meet the Standards.
- The compact shall describe the ways in which each parent is responsible for supporting their child's learning.
- The compact shall offer parents an opportunity to volunteer in their child's classroom.
- The compact shall offer parents reasonable access to staff and the classroom.
- The compact shall spell out how parents can participate in decisions relating to their child's education and their responsibility to monitor the positive use of their child's extracurricular time.
- The compact shall address the importance of regular two-way communication between teachers and parents on an ongoing basis.
- For elementary students, the compact must include how the school will discuss the compact with the parent as it relates to the child's achievement. This must be done annually.
- The compact shall address providing frequent reports to parents on children's progress.

Stephen M. Pitts

10/16/2024

Signature of Principal

Date

MISSION STATEMENT

The faculty and staff of Greensboro Elementary School view education as a lifelong process which should ensure that each student develops physically, intellectually, emotionally, and socially to become a positive, productive citizen. Therefore, we as a faculty, need to prepare our students for this process by equipping them with the most basic skills as early as possible. Greensboro Elementary is a community school with a family atmosphere. This nurturing environment provides encouragement to students and parents as we all work together to improve and help our students and parents as we all work together to improve and help our students reach their highest potential.

INVOLVEMENT OF PARENTS

Explain how the school will involve all parents in an ongoing and timely manner in the planning, review and improvement of Title I and how all parents will be involved in decisions about how parent involvement money will be used to support this PFEP.

Greensboro Elementary School will involve parents in all aspects of its Title I program. The School Advisory Committee (SAC) along with all other parents provide input into the development, implementation, and evaluation of the Parent Family Engagement Plan (PFEP). The annual Title I parent meeting will provide information to parents about Title I and their rights to be involved and be knowledgeable about the qualifications of the children's teachers and paraprofessionals. The meeting will also inform them of school and district grades, curriculum, school choice, and other assistance their child will receive by virtue of being in a Title I schoolwide program. Other parent meetings and expos will be held throughout the school year especially to seek parent involvement and their input regarding how the school invests federal dollars in parent activities. During the quarterly School Advisory Council (SAC meetings), input is solicited from Council members and all parents in attendance in regard to specific goals they have for the school and in decisions involving the use of parental involvement funds for parent activities to reach those goals, and how those goals relate to the development of the School Improvement Plan (SIP) by the SAC. Parents are also surveyed at least once for Title I and again for 21st Century Community Learning Centers (CCLC) for their input on activities and expenditures for those activities that support the PFEP and their children., Greensboro Elementary School will involve parents in all aspects of its Title I program. The School Advisory Committee (SAC) along with all other parents provide input into the development, implementation, and evaluation of the Parent Family Engagement Plan (PFEP). This year's Title I meeting will be virtual and will allow parents to watch at times convenient to them and respond with questions and suggestions to school administrators. The annual Title I parent meeting will provide information to parents about Title I and their rights to be involved and be knowledgeable about the qualifications of the children's teachers and paraprofessionals. The meeting will also inform them of school and district grades, curriculum, school choice, and other assist nces their child will receive by virtue of being in a Title I schoolwide program. Other parent meetings and expos will be held throughout the school year especially to seek parent involvement and their input regarding how the school invests federal dollars in parent

activities. During the monthly School Advisory Council (SAC meetings), input is solicited from Council members and all parents in attendance in regards to specific goals they have for the school and in decisions involving the use of parental involvement funds for parent activities to reach those goals, and how those goals relate to the development of the School Improvement Plan (SIP) by the SAC. Parents are surveyed for Title I to provide input on activities and expenditures that support the PFEP and their children.

ACCESSIBILITY

Explain how the school will provide opportunities for all parents to participate in parent involvement activities, how the school will share information related to the school with parents, and how the school will provide all information in an understandable language. Include all subgroups: ESE, EL, Homeless, Migrant, Foster, Neglected/Delinquent.

Greensboro Elementary School will provide opportunities for participation in parental involvement activities to all parents, students, and community members. Memos, letters, skylert, emails, and class Dojo announcing various parental involvement activities will be reviewed for ease of readability, translatability and to make certain all special populations are included. Accommodations will be provided during parent activities for special populations. There will be a close coordination between the school and the ESOL/EL/Migrant offices to blend activities into each other's plans, to provide appropriate services, and to ensure connections to service providers are made available to parents upon identified need. Translating machines with a Spanish translator will be provided at all major parent meetings and will be available upon request for any other school or teacher parent activities. All Skylert messages will be in English and Spanish and any acronyms in written correspondence will be identified and explained. Spanish translations will be provided for school documents as requested. The school facilities are kept in compliance with regulations regarding access for persons with disabilities. Greensboro Elementary School is a parent friendly facility. Parents will be provided information during Open House regarding the availability of parent involvement opportunities and resources. Greensboro Elementary School will collaborate to make sure every opportunity is given to all families for participation in parent involvement activities and to have access to important resources in a language parents can understand.

1. What is your overall strategy for Parent Involvement in Student Achievement?

Include items from the assurances above that must be addressed in the PFEP.

Provide parents the resources to help their child academically., We will provide parents the resources to help their child academically. The biggest barrier for accomplishing this problem is the parents lack of familiarity with FAST and STAR. We will host parent nights in November and December to help parents become familiar with strategies that will help them better help their child.

How will you build parent capacity?

1. We will help parents of children served to understand State academic standards., 2. We will provide assistance to parents of children served to understand State and local assessments., 3. We will provide assistance to parents of children served to understand how to monitor child's progress., 4. We will assistance to parents of children served to understand how to improve their child's achievement.

What is the Activity or strategy you will be using?

FAST/ STAR- English Language Arts, Mathematics Standards, Provide other resources that eliminate barriers to greater participation, Understanding the new standards and assessment

Student Report, Provide information on Parent Engagement and Educational Programs, Training module on parent value and contributions
<i>How will you deliver the activity/strategy?</i>
Parent Training, Title I Annual Meeting, School Advisory Council Meeting, Parent / Teacher Conference, Online Self-guided Training
<i>What is the timeframe for when the activity/strategy will be implemented?</i> <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i>
Each semester meetings will be scheduled to help parents with standards and assessment understanding.
<i>Who will be facilitating or implementing the strategy/activity?</i>
Teacher, Principal, Assistant Principal, Resource Teacher
<i>What group will be receiving the content of the strategy/activity?</i>
<i>How are you going to let parents know that the activity is that is available to them?</i>
Newsletter, Skylert, Backpack, Campus Display on Marquee, Facebook
<i>Who are you going to coordinate with to offer the activity or implement the strategy?</i>
Classroom teachers
<i>Why are you offering this activity/strategy?</i>
Improve English Language Arts Achievement
<i>What is the impact you hope to achieve?</i>
Improve to 42% proficiency on ELA assessment
<i>How will you document that the activity happened?</i>
Sign in sheets

2. How are you going to provide parents with an understanding of the requirements of Title I and their rights under Title I?
<i>Include items from the assurances above that must be addressed in the PFEP.</i>
We will hold our Annual Title I meeting to explain what Title I is and what rights parents have.
<i>How will you build parent capacity?</i>
Provide Information on the Title I Program, Training module on building tie between parents and the school, School Advisory Council Meetings
<i>What is the Activity or strategy you will be using?</i>
<i>How will you deliver the activity/strategy?</i>
Title I Annual Meeting, Online Self-guided Training, Parent / Teacher Conference, School Advisory Council Meeting
<i>What is the timeframe for when the activity/strategy will be implemented?</i> <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i>
Quarterly
<i>Who will be facilitating or implementing the strategy/activity?</i>
Principal, Director of Federal Programs, School Advisory Council Chair, Assistant Principal

<i>What group will be receiving the content of the strategy/activity?</i>
All parents and stakeholders
<i>How are you going to let parents know that the activity is that is available to them?</i>
Newsletter, Skyward Student Data System, Campus Display on Marquee, School or District Website, Skylert
<i>Who are you going to coordinate with to offer the activity or implement the strategy?</i>
Title I, Part A- Parent Involvement, IDEA- Federal ESE, Headstart- Federal Pre-K, State Voluntary Pre-K, Title III, Part A- ELL, Title I, Part C- Migrant Student Education
<i>Why are you offering this activity/strategy?</i>
Improve parents' knowledge of Title I and their Rights
<i>What is the impact you hope to achieve?</i>
More involvement on SAC.
<i>How will you document that the activity happened?</i>
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes

3. <i>How will you provide parents with an understanding of the state and local assessments you will be using and the school/district report card?</i>
<i>Include items from the assurances above that must be addressed in the PFEP.</i>
Shall help parents of children served to understand how to monitor child's progress.
<i>How will you build parent capacity?</i>
Enhance Parent Resource Center at School to help parents understand the FAST student report, understanding STAR diagnosticreport, understanding I-Ready Diagnostic Report, , Understanding Report Cards
<i>What is the Activity or strategy you will be using?</i>
<i>How will you deliver the activity/strategy?</i>
Parent Training, School Advisory Council Meeting, Data Chat Meetings
<i>What is the timeframe for when the activity/strategy will be implemented?</i> <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i>
First Quarter
<i>Who will be facilitating or implementing the strategy/activity?</i>
Principal, Assistant Principal, Guidance Counselor, Teacher, Parent, Resource Teacher
<i>What group will be receiving the content of the strategy/activity?</i>
All Parents, Specialized Instructional Support Personnel
<i>How are you going to let parents know that the activity is that is available to them?</i>
Newsletter, Skyward Student Data System, Campus Display on Marquee, Backpack
<i>Who are you going to coordinate with to offer the activity or implement the strategy?</i>
Parent Involvement Resource Center, Title I, Part A- Parent Involvement, 21st CCLC
<i>Why are you offering this activity/strategy?</i>
Improve parent involvement program
<i>What is the impact you hope to achieve?</i>
Improve by 2% on FSA Math and Language.
<i>How will you document that the activity happened?</i>

Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Parent/Teacher Conference Completed Forms (Sampling)

4. How will you provide parents with an understanding of the State Standards and the curriculum you will be using?
<i>Include items from the assurances above that must be addressed in the PFEP.</i>
We will help parents understand how to improve their child's achievement.
How will you build parent capacity?
Understanding STAR diagnostic, Develop Parent Resource Center at School, Understanding the BEST standards and engage in Data Chats
What is the Activity or strategy you will be using?
Schedule meetings to discuss reports and other data relevant to student success.
How will you deliver the activity/strategy?
Face to Face and You Tube channel
What is the timeframe for when the activity/strategy will be implemented? <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i>
Quarterly
Who will be facilitating or implementing the strategy/activity?
Assistant Principal, Teachers, and Reading Coach
What group will be receiving the content of the strategy/activity?
All Parents
How are you going to let parents know that the activity is that is available to them?
Newsletter, Flyer or Invitation, Campus Display on Marquee
Who are you going to coordinate with to offer the activity or implement the strategy?
Classroom teacher
Why are you offering this activity/strategy?
Improve student achievement and parent involvement.
What is the impact you hope to achieve?
Improve number of students proficient on FAST by 4%
How will you document that the activity happened?
Sign in sheets, flyers, emails, social media post

5. How will you provide parents with an understanding about how to help their children at home and how to improve academically?
<i>Include items from the assurances above that must be addressed in the PFEP.</i>
How will you build parent capacity?
Conduct Parent Meetings to help parents understand what they can do to help their child.
What is the Activity or strategy you will be using?
We will hold a Parent Night show parents to I-Ready and how to take advantage of it at home.
How will you deliver the activity/strategy?

Face to face training I media center.
<i>What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)</i>
1 st semester
<i>Who will be facilitating or implementing the strategy/activity?</i>
Teachers, Lab proctor, and Administration
<i>What group will be receiving the content of the strategy/activity?</i>
All parents
<i>How are you going to let parents know that the activity is that is available to them?</i>
Newsletter, Flyer or Invitation, Campus Display on Marquee
<i>Who are you going to coordinate with to offer the activity or implement the strategy?</i>
In house, teachers and Lab proctor.
<i>Why are you offering this activity/strategy?</i>
Give parents ways to give assistance to students on there level.
<i>What is the impact you hope to achieve?</i>
I-Ready usage to increase by 45 minutes per week.
<i>How will you document that the activity happened?</i>
Sign in sheets.

6. How will you help parents in understanding how to monitor their child's progress?
<i>Include items from the assurances above that must be addressed in the PFEP.</i>
We will provide parents tools to better enable them to monitor their student's progress.
<i>How will you build parent capacity?</i>
Progress reports, FOCUS Portal, Parent conferences, Parent EXPO
<i>What is the Activity or strategy you will be using?</i>
We will systematically communicate the availability of parent resources to help monitor student progress.
<i>How will you deliver the activity/strategy?</i>
Face to face, written communication, phone email
<i>What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)</i>
Ongoing
<i>Who will be facilitating or implementing the strategy/activity?</i>
Administration and classroom teachers
<i>What group will be receiving the content of the strategy/activity?</i>
All parents
<i>How are you going to let parents know that the activity is that is available to them?</i>
Flyers, Sky-lert, Email, School Marquee
<i>Who are you going to coordinate with to offer the activity or implement the strategy?</i>
<i>Why are you offering this activity/strategy?</i>
Improve parent involvement.
<i>What is the impact you hope to achieve?</i>
Increased parental input.

<i>How will you document that the activity happened?</i>
Sign in sheets, communication logs.
7. <i>How will you provide teachers and staff with training to understand of the value parents can bring to the school?</i>
<i>Include items from the assurances above that must be addressed in the PFEP.</i>
<i>How will you build parent capacity?</i>
. provide training to teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents in the value and utility of contributions of parents, or how to reach out to, communicate with, and work with parents as equal partners, or building ties between parents and the school.
<i>What is the Activity or strategy you will be using?</i>
Provide information on Parent Engagement and Educational Programs, Effective utilization of parent/teacher communication tool(s)*, Conducting an effective parent/teacher conference, Training module on communicating with parents or diverse populations
<i>How will you deliver the activity/strategy?</i>
Instructional video/ staff training
<i>What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)</i>
Beginning of the year
<i>Who will be facilitating or implementing the strategy/activity?</i>
Administration
<i>What group will be receiving the content of the strategy/activity?</i>
Classroom teachers
<i>Who are you going to coordinate with to offer the activity or implement the strategy?</i>
Title II, Part A- Staff Training
<i>Why are you offering this activity/strategy?</i>
Parent surveys indicate a need for better communication between parents and teachers.
<i>What is the impact you hope to achieve?</i>
<i>How will you document that the activity happened?</i>
Meeting/Training Agenda, Meeting Minutes, Meeting/Training Handouts, Copies of Communication Tool Used

8. How will you and your staff reach out and communicate with/work with parents as equal partners to build ties between home and school?
<i>Include items from the assurances above that must be addressed in the PFEP.</i>
How will you build parent capacity?
Provide training to teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents in how to reach out to, communicate with, and work with parents as equal partners.
What is the Activity or strategy you will be using?
Training module on parent value and contributions, Training developed in collaboration with parents to support parent involvement, Provide information on Parent Engagement and Educational Programs
How will you deliver the activity/strategy?
Staff training
What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)
Beginning of the school year open house.
Who will be facilitating or implementing the strategy/activity?
School Administration
What group will be receiving the content of the strategy/activity?
All teachers
How are you going to let parents know that the activity is that is available to them?
Skylert, and School Marquee
Who are you going to coordinate with to offer the activity or implement the strategy?
Parent Services
Why are you offering this activity/strategy?
Help communication between parents and teachers/
What is the impact you hope to achieve?
More communication between teachers and parents.
How will you document that the activity happened?
Teacher's communication log.

9. What did you say you were going to do last year in your PFEP to help parents?
<i>Review the activities you said you were going to do in last year's PFEP. List all activities separately</i>
What was the Activity?
Parent EXPO
How often did you offer it?
Quarterly
How many parents and/or staff participated?
35-40
What was the goal of the activity?

Possible Capacity Activity:

ELA training
Math training
Science training
Social Studies
training
Standards training
Literacy workshops
Assessment training
Intervention
training
End of Course prep
Industry Standards
CTE training
Report Card
training
Behavior training
SEL training
PBIS training
Data Chats
Curriculum nights
Parent Expos
College Awareness
DLOPI
Resource Center
SAC training
Parent Portal
training
Title I training
Training on values
Training on
communication
Training on
relationships
Training n
collaboration
Technology training
Safety training
Credit recovery
training
Health/nutrition
training

Possible People who can
facilitate activities:

Principal
Assistant principal
Guidance counselor
Consultant
Teacher
SAC
Professional Learning
Team
Parent Services Team
Technology Staff
Federal Programs
Staff
ESE Staff
EL/Migrant Staff
Assessment Staff
Technology Staff
Elementary Education
Staff
Secondary Education
Staff
CTE Education Staff
Parents
Community/Business
Members

Possible communication tools:

Newsletter
Skyward
Parent Portal
Skylert
Facebook
School Marquee
Flyers
Invitations
Email
District or school
website
Backpack
School/parent
handbook

Increase parent involvement.

What outcomes did you see as a result of the activity?

Better communication between teachers and the parents that attended.

10 What did you say you were going to do last year in your PFEP to help parents?

Review the activities you said you were going to do in last year's PFEP.

List all activities separately

Homework Help Night

What was the Activity?

Homework Help Night with I-Ready

How often did you offer it?

2 times

How many parents and/or staff participated?

Varied 20-41

What was the goal of the activity?

To introduce parents to strategies that were available to them to help their child.

What outcomes did you see as a result of the activity?

I-Ready usage increased

2024-2025 Title I, Parent and Family Engagement Plan (PFEP)

SCHOOL NAME: Stewart Street Elementary School

I, Pamela Jones, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal program staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited. As the leader of this school, I certify that I will agree to and uphold the following assurances.

ASSURANCES

- The school will be governed by the statutory definition of parent involvement, and will not carry out programs, activities, and procedures in accordance with the definition outlined in the Elementary and Secondary Education Act
- The school shall offer parents multiple opportunities to attend parent meetings to provide input in decisions relating to the education of their children.
- The school shall involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent.

Title I Meeting

- The school shall convene an annual Title I meeting, at a convenient time for parents, to which all parents of participating children shall be invited and encouraged to attend.
- The annual Title I meeting shall provide parents with a description and explanation of the curriculum in use, the academic assessments used to measure student progress, and the achievement levels of state standards.
- The annual Title I meeting shall provide parents with an understanding of Title I and what it can do for their child.
- The annual Title I meeting shall provide parents with an understanding of their rights to know the qualifications of the staff at the Title I school and their right to be informed if the Title I staff do not meet the state definition of qualified or in-field.
- Parents shall be informed of their right to participate in the development of the Parent and Family Engagement Plan (PFEP), the Title I schoolwide plan, and the School Improvement plans (SIP).
- Parents shall be informed about the school accountability grade and that of the district.
- Parents shall be informed about how the school plans to improve their accountability grade so that all students reach grade-level proficiency.

Parent and Family Engagement Plan (PFEP)

- The school will **jointly develop** with, **and distribute** to, parents and family members of participating children, a written PFEP, agreed upon by such parents, that shall describe the means for carrying on the requirements of parent involvement – Section 1116(b)(1).
- Parents shall be given an opportunity to review the previous year's PFEP annually.

- If the PFEP does not meet parent needs, the parents shall be given an opportunity for input into changes of the PFEP.
- The PFEP shall be updated periodically to meet the changing needs of the parents and the school.
- The PFEP shall include strategies for parents to understand the State Standards, the State Assessment, and how to monitor their child's progress and work.
- The PFEP shall provide training and resources to help parents work with their children at home to improve their academic achievement.
- The PFEP shall provide strategies for educating teachers, support personnel, and school leaders to better assist parents, communicate more effectively with parents, and value the contributions of parents – working with them as equal partners and encouraging them to fully participate in the education of their children.
- The PFEP shall provide strategies to build ties between parents and the school.
- The PFEP shall, to the extent possible, plan to coordinate and integrate parent involvement of all Federal, State, and local programs.
- The PFEP shall include parents of all subgroups (English Language Learners EL; Exceptional Student Education ESE; Migrant; Homeless; and Neglected/Delinquent) and provide them with the same information and opportunities in a language and manner that is practicable so they can understand it.
- The PFEP shall be distributed to parents and the community in an understandable and uniform format and to the extent practicable, in a language that parents can understand.
- The PFEP may provide literacy training for parents with the set aside allocation.
- The PFEP may pay reasonable expenses necessary to remove barriers of child care to enable parents to participate in school-related meetings and trainings.

School-Parent Compact

- The school shall jointly develop a **school-parent compact** annually that outlines how parents, the entire school staff, and students will share responsibility for improved student academic achievement.
- The compact shall include the means by which the school and parents will build and develop a partnership to help children achieve academic standards.
- The compact shall describe the school's responsibility to provide high-quality curriculum and instruction to enable children to meet the Standards.
- The compact shall describe the ways in which each parent is responsible for supporting their child's learning.
- The compact shall offer parents an opportunity to volunteer in their child's classroom.
- The compact shall offer parents reasonable access to staff and the classroom.
- The compact shall spell out how parents can participate in decisions relating to their child's education and their responsibility to monitor the positive use of their child's extracurricular time.
- The compact shall address the importance of regular two-way communication between teachers and parents on an ongoing basis.
- For elementary students, the compact must include how the school will discuss the compact with the parent as it relates to the child's achievement. This must be done annually.
- The compact shall address providing frequent reports to parents on children's progress.

Paula Jones
Signature of Principal

10/1/2024
Date

MISSION STATEMENT

Stewart Street Elementary School's mission is for our faculty and staff to 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.

INVOLVEMENT OF PARENTS

Explain how the school will involve all parents in an ongoing and timely manner in the planning, review and improvement of Title I and how all parents will be involved in decisions about how parent involvement money will be used to support this PFEP.

Stewart Street Elementary School will involve parents in all aspects of its Title I program. The School Advisory Committee (SAC) has the responsibility for developing, implementing, and evaluating the School Improvement Plan (SIP) and the Parent Family Engagement Plan (PFEP). Parent input is collected throughout the year in surveys from parents during parent meetings. The school involves parents in the discussions regarding how funds will be used by seeking parents' ideas and suggestions for the expending of the funds during the SAC meetings. Title I information is provided along with the Florida Standards. Funds are allotted according to the different goals and trainings planned for the school during the school year. The SAC, along with all other parents provide input into the development, implementation, and evaluation of the PFEP. The annual Title I parent meeting provides information to parents about Title I and their rights to be involved and be knowledgeable about the qualifications of the children's teachers and paraprofessionals. The meeting also informs parents about school and district grades, curriculum, school choice, and other assistances their child will receive by virtue of being in a Title I schoolwide program. Parent meetings and expos are held throughout the school year specifically to seek parent involvement and their input regarding how the school invests federal dollars in parent activities. During the monthly SAC meetings, input is solicited from Council members and all parents in attendance in regards to specific goals they have for the school and in decisions involving the use of parent involvement funds for parent activities to reach those goals, and how those goals relate to the development of the SIP. Parents are also surveyed at least once for Title I and again for 21st Century Community Learning Centers (CCLC) for their input on activities and expenditures for those activities that support the PFEP and parent activities.

ACCESSIBILITY

Explain how the school will provide opportunities for all parents to participate in parent involvement activities, how the school will share information related to the school with parents, and how the school will provide all information in an understandable language. Include all subgroups: ESE, EL, Homeless, Migrant, Foster, Neglected/Delinquent.

Stewart Street Elementary School provides full opportunities for participation in parental involvement activities to all parents, students, and community members. Memos and letters announcing various parental involvement activities are reviewed for ease of readability, translatability and to make certain all special populations are included. Accommodations are provided during parent activities for special populations. There is a close coordination between the school and the ESOL/EL/Migrant offices to blend activities into each other's plans, to provide appropriate services, and to ensure connections to service providers are made available to parents upon identified need. Translating machines with a Spanish translator are provided at all major parent meetings and will be available upon request for any other school or teacher parent activities. The school with the assistance of the district communicates to parents via the Skylert communication system, newsletters, flyers, school marquee, phone calls, news

materials and trainings to help parents work with their children to improve their children academics achievement. Forums including Open House, SAC, Parent Teacher Association (PTA) meetings and Parent Expos are utilized to facilitate parental involvement at the school level. The PFEP is provided to all parents the first month of school in a language parents can understand. Any informational documents sent to parents of English Language Learners (EL) and/or migratory children are transcribed and delivered in Spanish or any other language students reportedly spoken in the home. Any information sent to parents of Exceptional Student Education (ESE) is watermarked with contact information for parents to use whenever they have questions about anything they read. As requested, the school employs translators to relay messages to parents via telephone and/or issues certified letters or hand delivered letters to parents' homes to keep them fully aware of Stewart Street Elementary School happenings, especially issues regarding their children.

***1. What is your overall strategy for Parent Involvement in Student Achievement?
Include items from the assurances above that must be addressed in the PFEP.***

Stewart Street Elementary School's strategy for parent involvement as related to student achievement is to ensure progress reports and report cards are sent home each nine-weeks. In addition, our school will host several meetings where parents get to meet the teacher and are provided with assessment information. Parents also have access to our new student database- FOCUS. There, parents can keep abreast of any and all assignments and ensure their child completes the ones that are missing.

How will you build parent capacity?

1. Provide assistance to parents of children served to understand State academic standards.
2. Provide assistance to parents of children served to understand State and local assessments.
3. Provide assistance to parents of children served to understand how to monitor child's progress.
4. Provide assistance to parents of children served to understand how to improve their child's achievement.

What is the Activity or strategy you will be using?

Stewart Street Elementary School will provide parents with grades and assessment data each nine weeks to keep them abreast of their child's academic performance.

How will you deliver the activity/strategy?

Stewart Street Elementary School will host parent meetings throughout the year to ensure parents receive information regarding their child's academic status. These meetings will consist of: Parent Expos, Parent Nights, School Advisory Council Meetings, and Parent-Teacher Conferences/Meetings.

***What is the timeframe for when the activity/strategy will be implemented?
(i.e., annually, quarterly, each semester, monthly, etc.)***

Parent meetings will be conducted quarterly to share student progress with parents.

Who will be facilitating or implementing the strategy/activity?

The Principal, Assistant Principals, Reading Coach, and Resource Teacher will be responsible for facilitating and implementing the activities/strategies.

What group will be receiving the content of the strategy/activity?

Parents from each grade level, Pre-K through 5th grade, will receive the content of this strategy/activity.

How are you going to let parents know that the activity is that is available to them?

Parents will be notified via: Fliers, Skylert Messages, School Website, & Social Media Page

Who are you going to coordinate with to offer the activity or implement the strategy?

Title I, Part A- Parent Involvement, Title I, Part C- Migrant Student Education, IDEA- Federal ESE, Title IX Homeless Student Education, State Voluntary Pre-K

Why are you offering this activity/strategy?

We are offering this activity to involve parents in the education of their children. We want them to be active partners in ensuring their academic success. Providing them with up-to-date information on academics and high stakes assessments will prompt parents to act on their children's behalf, and hopefully seek guidance on how to help at home.

What is the impact you hope to achieve?

We hope to increase parent involvement with academics.

How will you document that the activity happened?

Sign-in sheets, meeting agendas, fliers that advertise the meeting, Skylert message reports, all will be proof the meetings occurred.

2. How are you going to provide parents with an understanding of the requirements of Title I and their rights under Title I?

Include items from the assurances above that must be addressed in the PFEP.

A Title I Meeting will be conducted to provide parents of their rights as their child attends a Title I school.

How will you build parent capacity?

We will provide Information on the Title I Program, provide data chats, and host School Advisory Council Meetings.

What is the Activity or strategy you will be using?

We will host a Title I Meeting to bring awareness to parents as their rights.

How will you deliver the activity/strategy?

The Title I Meeting will be hosted once per year to share information with parents and to let them know their rights.

*What is the timeframe for when the activity/strategy will be implemented?
(i.e., annually, quarterly, each semester, monthly, etc.)*

The Meeting will be hosted annually.

Who will be facilitating or implementing the strategy/activity?

The Principal and Assistant Principals will be responsible for implementing the strategy/activity.

What group will be receiving the content of the strategy/activity?

Parents from each grade level, Pre-K through 5th grade, will receive the content of this strategy/activity.

How are you going to let parents know that the activity is that is available to them?

Parents will be notified via: Fliers, Skylert Messages, School Website, & Social Media Page

Who are you going to coordinate with to offer the activity or implement the strategy?

Title I, Part A- Parent Involvement, Title III, Part A- ELL, State Voluntary Pre-K

Why are you offering this activity/strategy?

We are offering this activity because we want parents to know their rights as parents of students who attend a Title I school.

What is the impact you hope to achieve?

We hope to increase parent's awareness of the school community and how they can be involved in their child's educational journey.

How will you document that the activity happened?

Sign-in sheets, meeting agendas, fliers that advertise the meeting, Skylert message reports, all will be proof the meetings occurred.

<p>3. How will you provide parents with an understanding of the state and local assessments you will be using and the school/district report card? Include items from the assurances above that must be addressed in the PFEP.</p>
<p>Parents will be provided information regarding state and local assessments during parent meetings, parent expos, and parent-teacher conferences. Parents will be provided resources to assist their children at home. Parents will be kept abreast of local and state requirements for promotion.</p>
<p><i>How will you build parent capacity?</i></p>
<p>Parent meetings will allow for various grade levels to review assessment data with parents. We will provide the data and resources to assist with learning from home. The data forms will also break down student's strengths and weaknesses, and provide parents with information to assist the child with deficiencies.</p>
<p><i>What is the Activity or strategy you will be using?</i></p>
<p>The activity/strategy will be parent meetings to review data and resources available to assist the parent.</p>
<p><i>How will you deliver the activity/strategy?</i></p>
<p>Copies of reports will be provided to parents. The reports will be reviewed for understanding, including the information parents can use to assist with deficiencies.</p>
<p><i>What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)</i></p>
<p>This activity/strategy will be conducted each semester.</p>
<p><i>Who will be facilitating or implementing the strategy/activity?</i></p>
<p>School Principal, Assistant Principals, Reading Coach, & Teachers will facilitate and implement this strategy.</p>
<p><i>What group will be receiving the content of the strategy/activity?</i></p>
<p>Our second through fifth grade student groups will receive the content of this strategy.</p>
<p><i>How are you going to let parents know that the activity is that is available to them?</i></p>
<p>Parents will be informed of the events via Skylert messages, fliers in backpacks, fliers posted in the front office, and Classroom Dojo.</p>
<p><i>Who are you going to coordinate with to offer the activity or implement the strategy?</i></p>
<p>Title I, Part A- Parent Involvement, School Advisory Council, IDEA- Federal ESE</p>
<p><i>Why are you offering this activity/strategy?</i></p>
<p>We are offering this activity because our students are struggling in the area of reading and math. We want our parents to know how their children are performing and to assist us with academics. We want all of our students to make improvements on state and local assessments, and we need the additional assistance from home to make it happen.</p>
<p><i>What is the impact you hope to achieve?</i></p>
<p>We hope to see a 5% increase in student performance on state and local assessments.</p>
<p><i>How will you document that the activity happened?</i></p>
<p>Sign-in sheets, meeting agendas, fliers that advertise the meeting, Skylert message reports, all will be proof the meetings occurred.</p>

<p>4. How will you provide parents with an understanding of the State Standards and the curriculum you will be using? Include items from the assurances above that must be addressed in the PFEP.</p>
<p>Parents will be provided with an understanding of the state standards and curriculum during parent-teacher conferences, parent expos, & parent meetings.</p>
<p>How will you build parent capacity?</p>
<p>Parents will be provided with their child's test results from state and local assessments. They will also be provided with updates in curriculum materials and learning for their child.</p>
<p>What is the Activity or strategy you will be using?</p>
<p>The activity/strategy will be parent meetings to review data and resources available to assist the parent.</p>
<p>How will you deliver the activity/strategy?</p>
<p>Copies of reports will be provided to parents. The reports will be reviewed for understanding, including the information parents can use to assist with deficiencies. Parents will also be kept abreast of curriculum updates using the Classroom Dojo.</p>
<p>What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)</p>
<p>The activity/strategy will be held quarterly.</p>
<p>Who will be facilitating or implementing the strategy/activity?</p>
<p>The School Principal, Assistant Principal, Reading Coach, and Teachers will facilitate the implementation of this activity/strategy.</p>
<p>What group will be receiving the content of the strategy/activity?</p>
<p>All grade levels will receive the content of this activity/strategy.</p>
<p>How are you going to let parents know that the activity is that is available to them?</p>
<p>Parents will be informed of the events via Skylert messages, fliers in backpacks, fliers posted in the front office, and Classroom Dojo.</p>
<p>Who are you going to coordinate with to offer the activity or implement the strategy?</p>
<p>Title I, Part A- Parent Involvement, School Advisory Council, IDEA- Federal ESE, State Voluntary Pre-K, Title III, Part A- ELL</p>
<p>Why are you offering this activity/strategy?</p>
<p>We want parents to know how their child is performing on the state standards and the adopted curriculum.</p>
<p>What is the impact you hope to achieve?</p>
<p>We want to see at least a 5% increase towards proficiency on the state standards.</p>
<p>How will you document that the activity happened?</p>
<p>Sign-in sheets, meeting agendas, fliers that advertise the meeting, Skylert message reports, all will be proof the meetings occurred.</p>

5. How will you provide parents with an understanding about how to help their children at home and how to improve academically?

Include items from the assurances above that must be addressed in the PFEP.

Parents will be provided with updates on the learning and how they can help their child academically on a weekly basis using the Classroom Dojo. In addition, parents can access their child's grades real-time using the district's student database system- FOCUS.

How will you build parent capacity?

We will build parent capacity by inviting them to the teacher's Classroom Dojo and providing them with the necessary information to access their child's FOCUS account.

What is the Activity or strategy you will be using?

We will use the Classroom Dojo & FOCUS to communicate with parents about their child's progress. We will also provide them with strategies they can use to help their child from home.

How will you deliver the activity/strategy?

Invites to the Classroom Dojo will be sent via text message to the parent's cellphone. FOCUS information will be shared with parents at each parent meeting and at the beginning of the school year during Open House.

***What is the timeframe for when the activity/strategy will be implemented?
(i.e., annually, quarterly, each semester, monthly, etc.)***

This activity/strategy will be implemented quarterly.

Who will be facilitating or implementing the strategy/activity?

School Administration and Teachers will facilitate the implementation of this strategy.

What group will be receiving the content of the strategy/activity?

All students will receive the content of this strategy/activity.

How are you going to let parents know that the activity is that is available to them?

The Classroom Dojo and fliers announcing parent meetings is how parents will be made aware of the activity.

Who are you going to coordinate with to offer the activity or implement the strategy?

Title I, Part A- Parent Involvement, School Advisory Council, IDEA- Federal ESE, State Voluntary Pre-K, Title III, Part A- ELL

Why are you offering this activity/strategy?

We want to build capacity with our parents and help propel education as a priority in the home.

What is the impact you hope to achieve?

We hope to see a 5% increase in student grades on their progress reports and report cards.

How will you document that the activity happened?

The Classroom Dojo as well as parent meeting agendas and sign-in sheets will all document the activities.

<p>6. How will you provide assistance to parents in understanding how to monitor their child's progress? Include items from the assurances above that must be addressed in the PFEP.</p>
<p>We will work with parents by first encouraging them to utilize the FOCUS system often. That way, they will know their child's grade and can immediately inquire when there are questions. We will also provide assistance with monitoring progress via programs like I-Ready. There, students can work from home and parents can see their scores immediately.</p>
<p>How will you build parent capacity?</p>
<p>We will provide information on maneuvering the FOCUS database during Open House. During that time, we will assist parents with ways to check their child's progress in I-Ready.</p>
<p>What is the Activity or strategy you will be using?</p>
<p>Open House meeting at the beginning of the year will help us carry out the activity. Teachers will also provide access information during parent-teacher conferences.</p>
<p>How will you deliver the activity/strategy?</p>
<p>Teachers will walk parents through the FOCUS features to retrieve their child's academic status. Teachers will also train parents on how to read student data from I-Ready reports.</p>
<p>What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)</p>
<p>This activity/strategy will be implemented annually.</p>
<p>Who will be facilitating or implementing the strategy/activity?</p>
<p>Administrators and Teachers will facilitate the implementation of the strategy/activity.</p>
<p>What group will be receiving the content of the strategy/activity?</p>
<p>Kindergarten through 5th grade will receive the content of this strategy/activity.</p>
<p>How are you going to let parents know that the activity is that is available to them?</p>
<p>We will utilize Skylert messages, the school's website, and social media page to advertise this event.</p>
<p>Who are you going to coordinate with to offer the activity or implement the strategy?</p>
<p>Title I, Part A- Parent Involvement, IDEA- Federal ESE, State Voluntary Pre-K, Title III, Part A- ELL</p>
<p>Why are you offering this activity/strategy?</p>
<p>We are offering this activity/strategy because we want parents to remain up-to-date on their child's academic progress.</p>
<p>What is the impact you hope to achieve?</p>
<p>We hope to see a decline in failing grades because parents can immediately see when their child is missing or failing an assignment. We want to see an increase in student I-Ready performance because the parents are involved with implementation of the program from home.</p>
<p>How will you document that the activity happened?</p>
<p>Documentation will be in the form of agendas and sign-in sheets from Open House.</p>
<p></p>

7. How will you provide teachers and staff with training to understand the value parents can bring to the school?

Include items from the assurances above that must be addressed in the PFEP.

We will jointly develop a **school-parent compact** annually that outlines how parents, the entire school staff, and students will share responsibility for improved student achievement. We will use the compact to develop two-way communication and build collaboration partnerships with our parents.

How will you build parent capacity?

We will build parent capacity through two-way communication like phone calls, parent conferences, email to ensure the school-parent-compact agreement is fulfilled.

What is the Activity or strategy you will be using?

Teachers will be trained on effective two-way collaboration with parents.

How will you deliver the activity/strategy?

Teachers will be provided a training on effective two-way collaboration. In addition, we will use the school-parent compact to ensure we are doing the things we agreed upon.

***What is the timeframe for when the activity/strategy will be implemented?
(i.e., annually, quarterly, each semester, monthly, etc.)***

This event will be held each semester.

Who will be facilitating or implementing the strategy/activity?

Administration and our ESE staff will facilitate the implementation of this strategy/activity.

What group will be receiving the content of the strategy/activity?

All grade groups will receive the content of this strategy.

How are you going to let parents know that the activity is that is available to them?

Parents will be informed via fliers for meetings held to discuss communication.

Who are you going to coordinate with to offer the activity or implement the strategy?

Title I, Part A- Parent Involvement, IDEA- Federal ESE, State Voluntary Pre-K, Title III, Part A- ELL

Why are you offering this activity/strategy?

We want our teachers to be able to effectively communicate a student's progress in their classroom.

What is the impact you hope to achieve?

We hope to see a 5% increase in parental involvement.

How will you document that the activity happened?

Communication logs, agendas, and sign-in sheets will document this activity.

<p>8. How will you and your staff reach out and communicate with/work with parents as equal partners to build ties between home and school? Include items from the assurances above that must be addressed in the PFEP.</p>
<p>We will use the Classroom Dojo to reach out to and communicate/work with parents as equal partners to build ties between home and school.</p>
<p>How will you build parent capacity?</p>
<p>Teachers will send invites to their Classroom Dojo as a way to stay in contact. Parents will be able to inquire and respond to posts from the teacher.</p>
<p>What is the Activity or strategy you will be using?</p>
<p>We will use the Classroom Dojo to communicate/work with parents.</p>
<p>How will you deliver the activity/strategy?</p>
<p>The Classroom Dojo will be introduced at our Open House at the beginning of the year and utilized throughout the year.</p>
<p>What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)</p>
<p>The strategy/activity will launch at the beginning of the school year and will be ongoing throughout the year.</p>
<p>Who will be facilitating or implementing the strategy/activity?</p>
<p>Classroom Teachers will be facilitating the implementation of this strategy/activity.</p>
<p>What group will be receiving the content of the strategy/activity?</p>
<p>All grades will be receiving this strategy/activity.</p>
<p>How are you going to let parents know that the activity is that is available to them?</p>
<p>Parents will be informed of this activity during our Open House Meeting at the beginning of the year and will be sent invites from the Classroom Dojo to join.</p>
<p>Who are you going to coordinate with to offer the activity or implement the strategy?</p>
<p>Title I, Part A- Parent Involvement, IDEA- Federal ESE, State Voluntary Pre-K, Title III, Part A- ELL</p>
<p>Why are you offering this activity/strategy?</p>
<p>We want parents to have direct contact with our teachers regarding their child's education.</p>
<p>What is the impact you hope to achieve?</p>
<p>We hope to increase parent involvement by 5%.</p>
<p>How will you document that the activity happened?</p>
<p>The agenda & sign-in sheets from Open House and the Classroom Dojo will be provided as documentation.</p>

**9. What other evidence-based strategies/activities will you be providing to parents to improve their ability to be a full-support partner to their child at home?
Include items from the assurances above that must be addressed in the PFEP.**

We want to communicate and build trusting relationships with our parents. We want to treat them with respect and show them that interactions are not solely based on discipline issues.

How will you build parent capacity?

We will use various parent meetings to begin the communication process with parents. Parent conferences will be used to discuss the three A's (Academics, Attitude, & Attendance). Teachers will be encouraged to discuss the positives and negatives of each one. The school will work diligently to treat each student fairly. Parents will be treated with the upmost dignity and respect, regardless of their level of involvement.

What is the Activity or strategy you will be using?

We will use Positive Behavior Interventions & Support (PBIS) at school and will communicate strategies to parents.

How will you deliver the activity/strategy?

The activity/strategy will be delivered via PBIS Training.

***What is the timeframe for when the activity/strategy will be implemented?
(i.e., annually, quarterly, each semester, monthly, etc.)***

The activity will be hosted annually.

Who will be facilitating or implementing the strategy/activity?

The School Principal, Assistant Principal, and School Counselor will facilitate the implementation of this activity/strategy.

What group will be receiving the content of the strategy/activity?

All student groups will receive the content of this strategy/activity.

How are you going to let parents know that the activity is that is available to them?

A newsletter will communicate that this activity was made available to our teachers.

Who are you going to coordinate with to offer the activity or implement the strategy?

Title I, Part A- Parent Involvement, IDEA- Federal ESE, State Voluntary Pre-K, Title III, Part A- ELL

Why are you offering this activity/strategy?

Our teachers need to understand the role our parents play in helping to educate our students. We want our teachers to learn how to pull parents into this educational journey, and to let them know that they are an important component to the success of their child's academics.

What is the impact you hope to achieve?

We hope to improve parental involvement by 5%.

How will you document that the activity happened?

An agenda, sign-in sheet, and presentation will document this activity.

<p>10. What did you say you were going to do last year in your PFEP to help parents? Review the activities you said you were going to do in last year's PFEP. List all activities separately</p>
<p>Shall provide assistance to parents of children served to understand state academic standards.</p>
<p>What was the Activity?</p>
<p>Provide resources that will eliminate barriers to greater participation in the Florida Standards for ELA and Math trainings.</p>
<p>How often did you offer it?</p>
<p>Performed at Parent Expos three times per year.</p>
<p>How many parents and/or staff participated?</p>
<p>What was the goal of the activity?</p>
<p>The goal was for parents to know the standards being taught and for them to find ways to help reinforce the standards at home.</p>
<p>What outcomes did you see as a result of the activity?</p>
<p>.</p>
<p>11. What did you say you were going to do last year in your PFEP to help parents? Review the activities you said you were going to do in last year's PFEP. List all activities separately</p>
<p>Shall provide assistance to parents of children served to understand state and local assessments.</p>
<p>What was the Activity?</p>
<p>Understanding the Florida Standards Assessment student reports.</p>
<p>How often did you offer it?</p>
<p>Performed at Parent Expos three times per year.</p>
<p>How many parents and/or staff participated?</p>
<p>What was the goal of the activity?</p>
<p>The goal was for parent to know their child's academic progress on state and local assessments.</p>
<p>What outcomes did you see as a result of the activity?</p>

<p><i>12. What did you say you were going to do last year in your PFEIP to help parents? Review the activities you said you were going to do in last year's PFEIP. List all activities separately</i></p>
<p>Shall provide assistance to parents of children served to understand how to monitor child's progress.</p>
<p><i>What was the Activity?</i></p>
<p>Understanding report cards, I-Ready reports, STAR reports, and FAST student report</p>
<p><i>How often did you offer it?</i></p>
<p>Per semester</p>
<p><i>How many parents and/or staff participated?</i></p>
<p><i>What was the goal of the activity?</i></p>
<p>The goal was for parents to be able to read and understand the data reported. The reports also provided parents with information regarding the students' deficiencies and areas of strengths.</p>
<p><i>What outcomes did you see as a result of the activity?</i></p>
<p>We saw more parents helping their children with reading and math, not just when they had homework.</p>
<p><i>13. What did you say you were going to do last year in your PFEIP to help parents? Review the activities you said you were going to do in last year's PFEIP. List all activities separately</i></p>
<p>Shall provide assistance to parents of children served to understand the requirements of Title I.</p>
<p><i>What was the Activity?</i></p>
<p>Host a Title I Meeting</p>
<p><i>How often did you offer it?</i></p>
<p>Annually, at the beginning of the year.</p>
<p><i>How many parents and/or staff participated?</i></p>
<p><i>What was the goal of the activity?</i></p>
<p>The goal was for parents to understand their rights as parents of students who attend a Title I school.</p>
<p><i>What outcomes did you see as a result of the activity?</i></p>
<p>Parents were empowered and became knowledgeable of the reports and meetings they can request. They were more likely to advocate for their children.</p>

Possible People who can facilitate activities:

- Principal
- Assistant principal
- Guidance counselor
- Consultant
- Teacher
- SAC
- Professional Learning Team
- Parent Services Team
- Technology Staff
- Federal Programs Staff
- ESE Staff
- EL/Migrant Staff
- Assessment Staff
- Technology Staff
- Elementary Education Staff
- Secondary Education Staff
- CTE Education Staff
- Parents
- Community/Business Members

Possible communication tools:

- Newsletter
- Skyward
- Parent Portal
- Skylert
- Facebook
- School Marquee
- Flyers
- Invitations
- Email
- District or school website
- Backpack
- School/parent handbook

Possible documentation:

- Agenda
- Presentation documents
- Presentation recordings
- Sign-in sheets
- Skylert reports
- Meeting minutes
- Meeting handouts
- Completed surveys

Possible Capacity Activity:

- ELA training
- Math training
- Science training
- Social Studies training
- Standards training
- Literacy workshops
- Assessment training
- Intervention training
- End of Course prep
- Industry Standards
- CTE training
- Report Card training
- Behavior training
- SEL training
- PBIS training
- Data Chats
- Curriculum nights
- Parent Expos
- College Awareness
- DLOPI
- Resource Center
- SAC training
- Parent Portal training
- Title I training
- Training on values
- Training on communication
- Training on relationships
- Training on collaboration
- Technology training
- Safety training
- Credit recovery training
- Health/nutrition training
- Drug/opioid training
- Physical fitness training
- Research training
- Copyright training

2024-2025 Title I, Parent and Family Engagement Plan (PFEP)

SCHOOL NAME: WEST GADSDEN MIDDLE SCHOOL

I, KIMBERLY CUMMINGS, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal program staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited. As the leader of this school, I certify that I will agree to and uphold the following assurances.

ASSURANCES

- The school will be governed by the statutory definition of parent involvement, and will not carry out programs, activities, and procedures in accordance with the definition outlined in the Elementary and Secondary Education Act
 - The school shall offer parents multiple opportunities to attend parent meetings to provide input in decisions relating to the education of their children.
 - The school shall involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent
- Title I Meeting**
- The school shall convene an annual Title I meeting, at a convenient time for parents, to which all parents of participating children shall be invited and encouraged to attend.
 - The annual Title I meeting shall provide parents with a description and explanation of the curriculum in use, the academic assessments used to measure student progress, and the achievement levels of state standards.
 - The annual Title I meeting shall provide parents with an understanding of Title I and what it can do for their child.
 - The annual Title I meeting shall provide parents with an understanding of their rights to know the qualifications of the staff at the Title I school and their right to be informed if the Title I staff do not meet the state definition of qualified or in-field.
 - Parents shall be informed of their right to participate in the development of the Parent and Family Engagement Plan (PFEP), the Title I schoolwide plan, and the School Improvement plans (SIP).
- Parents shall be informed about the school accountability grade and that of the district.
 - Parents shall be informed about how the school plans to improve their accountability grade so that all students reach grade-level proficiency.
- Parent and Family Engagement Plan (PFEP)**
- The school will **jointly develop** with, **and distribute** to, parents and family members of participating children, a written PFEP, agreed upon by such parents, that shall describe the means for carrying on the requirements of parent involvement – Section 1116(b)(1).
 - Parents shall be given an opportunity to review the previous year’s PFEP annually.
 - If the PFEP does not meet parent needs, the parents shall be given an opportunity for input into changes of the PFEP.

- The PFEP shall be updated periodically to meet the changing needs of the parents and the school.
- The PFEP shall include strategies for parents to understand the State Standards, the State Assessment, and how to monitor their child's progress and work.
- The PFEP shall provide training and resources to help parents work with their children at home to improve their academic achievement.
- The PFEP shall provide strategies for educating teachers, support personnel, and school leaders to better assist parents, communicate more effectively with parents, and value the contributions of parents – working with them as equal partners and encouraging them to fully participate in the education of their children.
- The PFEP shall provide strategies to build ties between parents and the school.
- The PFEP shall, to the extent possible, plan to coordinate and integrate parent involvement of all Federal, State, and local programs.
- The PFEP shall include parents of all subgroups (English Language Learners EL; Exceptional Student Education ESE; Migrant; Homeless; and Neglected/Delinquent) and provide them with the same information and opportunities in a language and manner that is practicable so they can understand it.
- The PFEP shall be distributed to parents and the community in an understandable and uniform format and to the extent practicable, in a language that parents can understand.
- The PFEP may provide literacy training for parents with the set aside allocation.
- The PFEP may pay reasonable expenses necessary to remove barriers of child care to enable parents to participate in school-related meetings and trainings.

School-Parent Compact

- The school shall jointly develop a **school-parent compact** annually that outlines how parents, the entire school staff, and students will share responsibility for improved student academic achievement.
- The compact shall include the means by which the school and parents will build and develop a partnership to help children achieve academic standards.
- The compact shall describe the school’s responsibility to provide high-quality curriculum and instruction to enable children to meet the Standards.
- The compact shall describe the ways in which each parent is responsible for supporting their child’s learning.
- The compact shall offer parents an opportunity to volunteer in their child’s classroom.
- The compact shall offer parents reasonable access to staff and the classroom.
- The compact shall spell out how parents can participate in decisions relating to their child’s education and their responsibility to monitor the positive use of their child’s extracurricular time.
- The compact shall address the importance of regular two-way communication between teachers and parents on an ongoing basis.
- For elementary students, the compact must include how the school will discuss the compact with the parent as it relates to the child’s achievement. This must be done annually.
- The compact shall address providing frequent reports to parents on children’s progress

Signature of Principal

Date

MISSION STATEMENT

West Gadsden Middle School, in partnership with its parents and community members, seeks to instill in its students high standards for academic scholarship, integrity, leadership, and responsible citizenship. West Gadsden Middle School, in partnership with its parents and community members, seeks to instill in its students high standards for academic scholarship, integrity, leadership, and responsible citizenship.

INVOLVEMENT OF PARENTS

Explain how the school will involve all parents in an ongoing and timely manner in the planning, review and improvement of Title I and how all parents will be involved in decisions about how parent involvement money will be used to support this PFEP.

West Gadsden Middle School will involve parents in all aspects of its Title I program. The School Advisory Committee (SAC) along with all other parents provide input into the development, implementation, and evaluation of the Parent Family Engagement Plan (PFEP). The annual Title I parent meeting will provide information to parents about Title I and their rights to be involved and be knowledgeable about the qualifications of the children's teachers and paraprofessionals. The meeting will also inform them of school and district grades, curriculum, school choice, and other assistance their child will receive by virtue of being in a Title I schoolwide program. Other parent meetings and expos will be held throughout the school year especially to seek parent involvement and their input regarding how the school invests federal dollars in parent activities. During the monthly School Advisory Council (SAC meetings), input is solicited from Council members and all parents in attendance in regards to specific goals they have for the school and in decisions involving the use of parental involvement funds for parent activities to reach those goals, and how those goals relate to the development of the School Improvement Plan (SIP) by the SAC. Parents are also surveyed at least once for Title I and again for 21st Century Community Learning Centers (CCLC) for their input on activities and expenditures for those activities that support the PFEP and their children.

ACCESSIBILITY

Explain how the school will provide opportunities for all parents to participate in parent involvement activities, how the school will share information related to the school with parents, and how the school will provide all information in an understandable language. Include all subgroups: ESE, EL, Homeless, Migrant, Foster, Neglected/Delinquent.

West Gadsden Middle School will provide full opportunities for participation in parental involvement activities to all parents, students, and community members. Memos and letters announcing various parental involvement activities will be reviewed for ease of readability and to make certain all special populations are included. Accommodations will be provided during parent activities for special populations. There will be a close coordination between the school and the ESOL/EL/Migrant offices to blend activities into each other's plans, to provide appropriate services, and to ensure connections to service providers are made available to parents upon identified need. Translating machines with a Spanish translator will be provided at all major parent meetings and will be available upon request for any other school or teacher parent activities. All Skylert messages will be in English and Spanish and any acronyms in written correspondence will be identified and explained. Spanish translations will be provided for school documents as requested. The school facilities are kept in compliance with regulations regarding access for persons with disabilities. West Gadsden Middle is a parent friendly school. Parents will be provided information during Open House regarding the availability of parent involvement opportunities and resources. West Gadsden Middle School will make every effort and opportunity to make sure all families participate in parent involvement activities and have access to important resources in a language parents can understand.

1. What is your overall strategy for Parent Involvement in Student Achievement?

Include items from the assurances above that must be addressed in the PFEP.

Parental Involvement and Student Achievement will be our focus this year as we "We're Growing Somewhere" in Parental Involvement and Student Achievement. Reading, Math, and especially Science.

How will you build parent capacity?

1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 4. Shall provide assistance to parents of the children served to understand how to monitor child's progress., 5. Shall provide assistance to parents of the children served to understand how to improve their child's achievement.

What is the Activity or strategy you will be using?

Florida Assessment of Student Thinking- English Language Arts, Florida Standards Assessment- Mathematics Grades 3-8

How will you deliver the activity/strategy?

Parent Training, Title I Annual Meeting, School Advisory Council Meeting, Parent / Teacher Conference

***What is the timeframe for when the activity/strategy will be implemented?
(i.e., annually, quarterly, each semester, monthly, etc.)***

First Quarter, Second Quarter, Third Quarter

Who will be facilitating or implementing the strategy/activity?

Principal, Assistant Principal, Teachers, Guidance Counselor, Parent Coordinator

What group will be receiving the content of the strategy/activity?

All Parents, Teachers

How are you going to let parents know that the activity is that is available to them?

Skylert, School or District Website, Flyer or Invitation, Campus Display on Marquee

Who are you going to coordinate with to offer the activity or implement the strategy?

Title I, Part A- Parent Involvement, IDEA- Federal ESE, Title III, Part A- ELL, Title I, Part C- Migrant Student Education, Title VI- Rural Education Program, Title IX Homeless Student Education, Title II, Part A- Staff Training,

Why are you offering this activity/strategy?

To inform parents of ways to assist with ELA, mathematics, science, civics, biology, and algebra in preparation for standardized assessments.

What is the impact you hope to achieve?

Improve English Language Arts Achievement, Improve Mathematics Achievement, Improve parent involvement program. Improve proficiency by 10% for grades 4-8

How will you document that the activity happened?

Meeting/Training Agenda, Meeting Minutes, Meeting/Training Handouts, Copies of Communication Tool Used

2. How are you going to provide parents with an understanding of the requirements of Title I and their rights under Title I?
<i>Include items from the assurances above that must be addressed in the PFEP.</i>
3. Shall provide assistance to parents of children served to understand the requirements of Title I.
How will you build parent capacity?
Provide Information on the Title I Program, Training module on building tie between parents and the school, School Advisory Council Meetings
What is the Activity or strategy you will be using?
Provide Information on the Title I Program, Training module on building tie between parents and the school, School Advisory Council Meetings
How will you deliver the activity/strategy?
Title I Annual Meeting, Online Self-guided Training, Parent / Teacher Conference, School Advisory Council Meeting
What is the timeframe for when the activity/strategy will be implemented? <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i>
First Quarter
Who will be facilitating or implementing the strategy/activity?
Principal, Coordinator of Family and Community Engagement, School Advisory Council Chair, Assistant Principal
What group will be receiving the content of the strategy/activity?
All Stakeholders
How are you going to let parents know that the activity is that is available to them?
Title I Annual Meeting, Online Self-guided Training, Parent / Teacher Conference, School Advisory Council Meeting
Who are you going to coordinate with to offer the activity or implement the strategy?
Title I, Part A- Parent Involvement, Title I, Part C- Migrant Student Education, Title III, Part A- ELL, IDEA- Federal ESE, 21st CCLC
Why are you offering this activity/strategy?
To provide parents with awareness and knowledge of the Title I program so that they are better able to assist their children, understand the qualifications of the staff and be fully aware of test results for the district and the school.
What is the impact you hope to achieve?
Improve knowledge of the Title I Program by at least 5%.
How will you document that the activity happened?
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes, Meeting/Training Handouts

3. How will you provide parents with an understanding of the state and local assessments you will be using and the school/district report card?
<i>Include items from the assurances above that must be addressed in the PFEP.</i>
Shall provide assistance to parents of children served to understand State and local assessments.
How will you build parent capacity?
Promote a meeting to discuss the Florida Assessment of Student Thinking- English Language Arts, Florida Assessment of Student Thinking. - Mathematics Grades 3-8, Mathematics Standards, End of Course Exam- Algebra 1, Florida Standards Assessment- 5th Grade Science, Florida Standards Assessment- 8th Grade Science, End of Course Exam- Civics, Industry Certification Assessments
What is the Activity or strategy you will be using?
Host a Parent Night to discuss the Florida Assessment of Student Thinking- English Language Arts, Florida Assessment of Student Thinking- Mathematics Grades 3-8, Mathematics Standards, End of Course Exam- Algebra 1, Florida Standards Assessment- 5th Grade Science, Florida Standards Assessment- 8th Grade Science, End of Course Exam- Civics, Industry Certification Assessments
How will you deliver the activity/strategy?
Parent Training, Title I Annual Meeting, School Advisory Council Meeting
What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)
Second Quarter, Third Quarter
Who will be facilitating or implementing the strategy/activity?
Principal, Assistant Principal, Teacher, Resource Teacher
What group will be receiving the content of the strategy/activity?
All Parents
How are you going to let parents know that the activity is that is available to them?
Skylert, School or District Website, Flyer or Invitation
Who are you going to coordinate with to offer the activity or implement the strategy?
Title I, Part A- Parent Involvement, Title III, Part A- ELL, IDEA- Federal ESE
Why are you offering this activity/strategy?
To inform parents of ways to assist with ELA, mathematics, science, civics, biology, and algebra in preparation for standardized assessments.
What is the impact you hope to achieve?
Improve parent involvement program, Improve Parent Participation Rates Improve proficiency by 10% for grades 4-8
How will you document that the activity happened?
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes, Meeting/Training Handout

4. How will you provide parents with an understanding of the State Standards and the curriculum you will be using?

Include items from the assurances above that must be addressed in the PFEP.

1. Shall provide assistance to parents of children served to understand the BEST academic standards. 2. Shall provide assistance to parents of children served to understand the newly adopted textbook curriculum, 4. Shall provide assistance to parents of children served to use real world activities to connect with the standards and curriculum. 5. Shall provide assistance to parents of children to understand how to improve their child's achievement of the BEST Standards.

How will you build parent capacity?

Parent capacity will be built by sharing with the parents copies of the new BEST ELA Reading and Math Standards for grades 4-8 with student expectations. Parents will also receive access to links to access the BEST Standards information and curriculum resources online.

What is the Activity or strategy you will be using?

Parents will participate in hands-on scavenger hunts to become familiar with the standards, interactive games, classroom visits to see and browse curriculum resources and teacher talks.

How will you deliver the activity/strategy?

Parent Training, Title I Annual Meeting, School Advisory Council Meeting, Parent / Teacher Conference, Parent Expos

***What is the timeframe for when the activity/strategy will be implemented?
(i.e., annually, quarterly, each semester, monthly, etc.)***

First Quarter, Second Quarter, Third Quarter

Who will be facilitating or implementing the strategy/activity?

Principal, Assistant Principal, Teacher, Instructional Coach and Resource Teacher

What group will be receiving the content of the strategy/activity?

Parents, Community Members and Teachers

How are you going to let parents know that the activity is that is available to them?

Skylert, School or District Website, Flyer or Invitation, Campus Display on Marquee

Who are you going to coordinate with to offer the activity or implement the strategy?

Title I, Part A- Parent Involvement, IDEA- Federal ESE, Title III, Part A- ELL, Title I, Part C- Migrant Student Education, Title VI- Rural Education Program, Title IX Homeless Student Education, Title II, Part A- Staff Training,

Why are you offering this activity/strategy?

To inform parents of the new BEST Standards for Reading and Math and the expectations of the standards. To share with parents online resources that can be used at home that support the standards and the new curriculum.

What is the impact you hope to achieve?

Improve English Language Arts Achievement, Improve Mathematics Achievement, Improve Science Achievement and Improve parent involvement program

How will you document that the activity happened?

Meeting/Training Agenda, Meeting Minutes, Meeting/Training Handouts, Copies of Communication Tool Used

5. How will you provide parents with an understanding about how to help their children at home and how to improve academically?
<i>Include items from the assurances above that must be addressed in the PFEP.</i>
The school shall offer parents multiple opportunities to attend parent meetings to provide input in decisions relating to the education of their children. The PFEP may provide literacy training for parent.
<i>How will you build parent capacity?</i>
Understanding i-Ready Diagnostic Report, Understanding Report Cards, Understanding STAR diagnostic, Understanding the BEST Standards Student Report, Training module on parent value and contributions
<i>What is the Activity or strategy you will be using?</i>
Interactive family nights, game nights, student-parent-teacher-admin data chats
<i>How will you deliver the activity/strategy?</i>
Parent Training, Parent / Teacher Conference, Data Chat meetings
<i>What is the timeframe for when the activity/strategy will be implemented?</i> <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i>
Once per quarter and as needed per parent request
<i>Who will be facilitating or implementing the strategy/activity?</i>
Principal, Assistant Principal, Guidance Counselor, Teacher, Instructional Coach, Resource Teacher, Parent
<i>What group will be receiving the content of the strategy/activity?</i>
All Parents, Teachers, Specialized Instructional Support Personnel
<i>How are you going to let parents know that the activity is available to them?</i>
Skylert, School or District Website, Flyer or Invitation, Campus Display on Marquee, and School-related Social Media
<i>Who are you going to coordinate with to offer the activity or implement the strategy?</i>
Title I, Part A- Parent Involvement, Title I, Part C- Migrant Student Education, Title III, Part A- ELL, IDEA-Federal ESE
<i>Why are you offering this activity/strategy?</i>
To provide parents with resources to work with their children at home to improve academics
<i>What is the impact you hope to achieve?</i>
Improve Parent Participation Rates, Improve English Language Arts Achievement, Improve Mathematics Achievement, Improve Science Achievement
<i>How will you document that the activity happened?</i>
Copies of Communication Tool Used, Parent/Teacher Conference Completed Forms (Sampling)

6. How will you provide assistance to parents in understanding how to monitor their child's progress?
<i>Include items from the assurances above that must be addressed in the PFEP.</i>
Shall provide assistance to parents of children served to understand how to monitor child's progress.
<i>How will you build parent capacity?</i>
Understanding the Florida Standards Assessment Student Report, Understanding i-Ready Diagnostic Report, Understanding STAR diagnostic, Parent Teacher Expos, School Advisory Council Meetings, Provide other resources that eliminate barriers to greater participation
<i>What is the Activity or strategy you will be using?</i>
Understanding i-Ready Diagnostic Report, Understanding Report Cards, Understanding STAR diagnostic, Understanding the Florida Standards Assessment Student Report, DLOPI Training, Training module on parent value and contributions
<i>How will you deliver the activity/strategy?</i>
Principal, Director of Federal Programs, School Advisory Council Chair, Assistant Principal
<i>What is the timeframe for when the activity/strategy will be implemented?</i> <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i>
Second Quarter, Third Quarter, Fourth Quarter
<i>Who will be facilitating or implementing the strategy/activity?</i>
Principal, Assistant Principal, Guidance Counselor, Teacher, Resource Teacher, Parent
<i>What group will be receiving the content of the strategy/activity?</i>
All Parents, Teachers, Specialized Instructional Support Personnel
<i>How are you going to let parents know that the activity is that is available to them?</i>
Skylert, Flyer or Invitation, Campus Display on Marquee, School or District Website
<i>Who are you going to coordinate with to offer the activity or implement the strategy?</i>
Title I, Part A- Parent Involvement, Title I, Part C- Migrant Student Education, Title III, Part A- ELL, IDEA-Federal ESE
<i>Why are you offering this activity/strategy?</i>
To improve student achievement in academic areas
<i>What is the impact you hope to achieve?</i>
Improve Parent Participation Rates, Improve English Language Arts Achievement, Improve Mathematics Achievement, Improve Science Achievement
<i>How will you document that the activity happened?</i>
, Parent/Teacher Conference Completed Forms

7. How will you provide teachers and staff with training to understand of the value parents can bring to the school? Include items from the assurances above that must be addressed in the PFEP.
6. Shall provide training to teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents in the value and utility of contributions of parents, or how to reach out to, communicate with, and work with parents as equal partners, or building ties between parents and the school.
How will you build parent capacity?
.
What is the Activity or strategy you will be using?
Provide information on Parent Engagement and Educational Programs, Conducting an effective parent/teacher conference, Training module on communicating with parents or diverse populations
How will you deliver the activity/strategy?
Training module on communicating with parents or diverse populations, Training developed in collaboration with parents to support parent involvement, Provide information on Parent Engagement and Educational Programs, Training module on parent value and contributions
What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)
First Quarter
Who will be facilitating or implementing the strategy/activity?
Guidance Counselor, Consultant, Professional Learning Team, Parent Services Team
What group will be receiving the content of the strategy/activity?
Teachers, School Administrators, Specialized Instructional Support Personnel
How are you going to let parents know that the activity is that is available to them?
Staff Training, Online Self-guided Training, Professional Learning Community
Who are you going to coordinate with to offer the activity or implement the strategy?
Title II, Part A- Staff Training
Why are you offering this activity/strategy?
To ensure all teachers know how to effectively communicate and work with parents and colleagues
What is the impact you hope to achieve?
Improve Parent Participation Rates Improve parent satisfaction
How will you document that the activity happened?
Meeting/Training Agenda, Meeting Minutes, Meeting/Training Handouts, Copies of Communication Tool Used

8. How will you and your staff reach out and communicate with/work with parents as equal partners to build ties between home and school?
<i>Include items from the assurances above that must be addressed in the PFEP.</i>
The school shall offer parents multiple opportunities to attend parent meetings to provide input in decisions relating to the education of their children.
<i>How will you build parent capacity?</i>
Shall provide training to teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents in building ties between parents and the school.
<i>What is the Activity or strategy you will be using?</i>
Training module on building tie between parents and the school
<i>How will you deliver the activity/strategy?</i>
Staff Training, Online Self-guided Training, Professional Learning Community
<i>What is the timeframe for when the activity/strategy will be implemented?</i> <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i>
Quarterly ass an ongoing initiative
<i>Who will be facilitating or implementing the strategy/activity?</i>
Guidance Counselor, Professional Learning Team, Parent Services Team
<i>What group will be receiving the content of the strategy/activity?</i>
Teachers, School Administrators, Other Staff and Parents
<i>How are you going to let parents know that the activity is that is available to them?</i>
Skylert, School or District Website, Flyer or Invitation, Campus Display on Marquee, and School-related Social Media
<i>Who are you going to coordinate with to offer the activity or implement the strategy?</i>
Title II, Part A- Staff Training, Title I, Part A- Parent Involvement, Community and Business Partners
<i>Why are you offering this activity/strategy?</i>
To improve ties between home and school , To improve communication between home and school
<i>What is the impact you hope to achieve?</i>
Improve Parent Participation Rates and relationships with parents nad the school
<i>How will you document that the activity happened?</i>
Meeting/Training Sign-in Sheets, Copies of Communication Tool Used, Meeting/Training Agenda

<p>9. What other evidence-based strategies/activities will you be providing to parents to improve their ability to be a full-support partner to their child at home?</p> <p style="text-align: center;"><i>Include items from the assurances above that must be addressed in the PFEP.</i></p> <p>The school shall jointly develop a school-parent compact annually that outlines how parents, the entire school staff, and students will share responsibility for improved student academic achievement.</p> <p style="text-align: center;">How will you build parent capacity?</p> <p>Shall provide training to teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents in how to reach out to, communicate with, and work with parents as equal partners.</p> <p style="text-align: center;">What is the Activity or strategy you will be using?</p> <p>Training module on communicating with parents or diverse populations, Training developed in collaboration with parents to support parent involvement, Provide information on Parent Engagement and Educational Programs, Training module on parent value and contributions</p> <p style="text-align: center;">How will you deliver the activity/strategy?</p> <p>Collaborative staff, parent and community and business partners face to face trainings</p> <p style="text-align: center;">What is the timeframe for when the activity/strategy will be implemented? <i>(i.e., annually, quarterly, each semester, monthly, etc.)</i></p> <p>Quarterly as an ongoing initiative</p> <p style="text-align: center;">Who will be facilitating or implementing the strategy/activity?</p> <p>Guidance Counselor, Professional Learning Team, Consultant</p> <p style="text-align: center;">What group will be receiving the content of the strategy/activity?</p> <p>Parents, Community and Business Partners</p> <p style="text-align: center;">How are you going to let parents know that the activity is that is available to them?</p> <p>Skylert, School or District Website, Flyer or Invitation, Campus Display on Marquee, and School-related Social Media</p> <p style="text-align: center;">Who are you going to coordinate with to offer the activity or implement the strategy?</p> <p>Title II, Part A- Staff Training, Title I, Part A- Parent Involvement. Community and Business Partners</p> <p style="text-align: center;">Why are you offering this activity/strategy?</p> <p>To improve cultural and climate among parents and school staff and to improve parent satisfaction</p> <p style="text-align: center;">What is the impact you hope to achieve?</p> <p>Improve parent satisfaction</p> <p style="text-align: center;">How will you document that the activity happened?</p> <p>Meeting/Training Sign-in Sheets, Copies of Communication Tool Used, Meeting/Training Agenda</p>
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What did you say you were going to do last year in your PFEP to help parents?
Review the activities you said you were going to do in last year's PFEP. List all activities separately

Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 4. Shall provide assistance to parents of children to help improve their understanding of how to monitor their child's progress., 5. Shall provide assistance to parents of children to help them improve their child's achievement.

What was the Activity?

Parent Expo/Parent Conference Nights

How often did you offer it?

Once per quarter

How many parents and/or staff participated?

50-75

What was the goal of the activity?

To share with parents information related to student progression in regards to classwork and assessment data.

What outcomes did you see as a result of the activity?

Shared student progression information in regards to classwork and assessment data. As a result, we witnessed an improvement in student performance related to their classroom performance and state assessment performance.

<p><i>What did you say you were going to do last year in your PFEP to help parents?</i> <i>Review the activities you said you were going to do in last year's PFEP. List all activities separately</i></p>
<p>Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 4. Shall provide assistance to parents of children to help improve their understanding of how to monitor their child's progress., 5. Shall provide assistance to parents of children to help them improve their child's achievement.</p>
<p><i>What was the Activity?</i></p>
<p>Parent Expo/Parent Conference Nights</p>
<p><i>How often did you offer it?</i></p>
<p>Once per quarter</p>
<p><i>How many parents and/or staff participated?</i></p>
<p>50-75</p>
<p><i>What was the goal of the activity?</i></p>
<p>To share with parents information related to student progression in regards to classwork and assessment data.</p>
<p><i>What outcomes did you see as a result of the activity?</i></p>
<p>Shared student progression information in regards to classwork and assessment data. As a result, we witnessed an improvement in student performance related to their classroom performance and state assessment performance.</p>

What did you say you were going to do last year in your PFEP to help parents?
Review the activities you said you were going to do in last year's PFEP. List all activities separately

Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 4. Shall provide assistance to parents of children to help improve their understanding of how to monitor their child's progress., 5. Shall provide assistance to parents of children to help them improve their child's achievement.

What was the Activity?

Parent Expo/Parent Conference Nights

How often did you offer it?

Once per quarter

How many parents and/or staff participated?

50-75

What was the goal of the activity?

To share with parents information related to student progression in regards to classwork and assessment data.

What outcomes did you see as a result of the activity?

Shared student progression information in regards to classwork and assessment data. As a result, we witnessed an improvement in student performance related to their classroom performance and state assessment performance.

10. What did you say you were going to do last year in your PFEP to help parents?

*Review the activities you said you were going to do in last year's PFEP.
List all activities separately*

1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 4. Shall provide assistance to parents of children to help improve their understanding of how to monitor their child's progress., 5. Shall provide assistance to parents of children to help them improve their child's achievement.

What was the Activity?

Parent Expo/Parent Conference Nights

How often did you offer it?

Once per quarter

How many parents and/or staff participated?

50-75

What was the goal of the activity?

To share with parents information related to student progression in regards to classwork and assessment data.

What outcomes did you see as a result of the activity?

Shared student progression information in regards to classwork and assessment data. As a result, we witnessed an improvement in student performance related to their classroom performance and state assessment performance.

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10d

DATE OF SCHOOL BOARD MEETING: December 17, 2024

TITLE OF AGENDA ITEM: 2024-2025 School Improvement Plans

DIVISION: Academic Services

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

PURPOSE AND SUMMARY OF ITEM:

Schools that have one or more subgroups with a Federal Index below 41% are identified as 'ATSI' (Additional Targeted Support and Improvement). Their School Improvement Plans must indicate how they will positively impact that specific subgroup so that the percentage increases above 41%.

The SIPs must be approved by the School Board. Schools identified as ATSI are:

Greensboro Elementary, Stewart Street Elementary, Havana Magnet School, George W. Munroe Elementary School, Gadsden County High, and Crossroad Academy Charter School.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Dr. Loietta Holmes and Lisa Robinson 

POSITION: Directors of Instruction

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

GREENSBORO ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

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

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of the Greensboro Elementary School is to foster a love of learning in an innovative, cooperative climate using research-based programs and educational best practices.

Provide the school's vision statement

Our vision at Greensboro Elementary is to provide students with the skills in Reading , Writing, Math, and Science to make them lifelong learners and successful members of society.

B. School Leadership Team

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Stephen Pitts

Position Title

Principal

Job Duties and Responsibilities

The Principal is the instructional and operational leader within the school community and is critical to improving student outcomes through the hiring, development, support, supervision and retention of high-quality instructional and support staff. As the school leader, the Principal creates a culture of rigorous learning, belonging and engagement for staff, students and families through collaboration and distributive leadership. In alignment with the Florida Principal Standards, the Principal leads the school team to increased school and student outcomes by prioritizing instruction while effectively balancing the operational, safety, and policy responsibilities of a school-building leader.

Leadership Team Member #2

Employee's Name

James Mills

Position Title

Assistant Principal

Job Duties and Responsibilities

The Assistant Principal is an instructional and operational leader within the school community and is critical to improving student outcomes through staff development and effectiveness. In collaboration with and aligned to the direction of the Principal, the Assistant Principal supports the creation of the culture of rigorous learning, belonging and engagement for staff, students and families throughout the school community. In alignment with the Florida Assistant Principal Standards, the Assistant Principal supports and leads assigned school teams to increased school and student outcomes through ongoing training, coaching, feedback and support by prioritizing instruction while effectively balancing operational, safety and policy responsibilities, as assigned.

Leadership Team Member #3**Employee's Name**

Rena Nelson

Position Title

Reading 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, particularly those struggling with reading. The Instructional Coach also works closely with the administration to align reading instruction with school-wide goals and 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 #4**Employee's Name**

Sallie Murphy

Position Title

Teacher, K-12

Job Duties and Responsibilities

The Teacher provides an educational atmosphere in which students will move toward the fulfillment of

their potential for intellectual, emotional, physical, and psychological growth and maturation in accordance with district philosophy, goals, and objectives. Grade-level chairs schedule and facilitate grade-level meetings, events, and resource allocation requests. The Teacher also collects, reviews, disaggregates, and reports student achievement data for use in modifying Tier 1 instruction and determining how to best align interventions to student need.

Leadership Team Member #5

Employee's Name

Pamela Bryant

Position Title

Teacher, K-12

Job Duties and Responsibilities

The Teacher provides an educational atmosphere in which students will move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation in accordance with district philosophy, goals, and objectives. Grade-level chairs schedule and facilitate grade-level meetings, events, and resource allocation requests. The Teacher also collects, reviews, disaggregates, and reports student achievement data for use in modifying Tier 1 instruction and determining how to best align interventions to student need.

Leadership Team Member #6

Employee's Name

Erica Bates-Jackson

Position Title

Teacher, K-12

Job Duties and Responsibilities

The Teacher provides an educational atmosphere in which students will move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation in accordance with district philosophy, goals, and objectives. Grade-level chairs schedule and facilitate grade-level meetings, events, and resource allocation requests. The Teacher also collects, reviews, disaggregates, and reports student achievement data for use in modifying Tier 1 instruction and determining how to best align interventions to student need.

Leadership Team Member #7

Employee's Name

Sandra Allen

Position Title

Teacher, K-12

Job Duties and Responsibilities

The Teacher provides an educational atmosphere in which students will move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation in accordance with district philosophy, goals, and objectives. Grade-level chairs schedule and facilitate grade-level meetings, events, and resource allocation requests. The Teacher also collects, reviews, disaggregates, and reports student achievement data for use in modifying Tier 1 instruction and determining how to best align interventions to student need.

Leadership Team Member #8**Employee's Name**

Dawn Weeks

Position Title

Library Media Technologist

Job Duties and Responsibilities

The Library Media Technologist is responsible for textbook inventory, media circulation, and the school-wide Accelerated Reader program. Recognition events throughout the year will be held for class participation and student progress. In addition, the Library Media Technologist is in charge of technology on campus. The Library Media Technologist assesses computers and discusses with the administration if a fine needs to be issued. She works through computer issues closely with the IT to resolve issues that may arise.

Leadership Team Member #9**Employee's Name**

Sandra McMillan

Position Title

Teacher, ESE

Job Duties and Responsibilities

The MTSS Coach coaches teachers on collecting and analyzing data in order to best support students during all tiers of instruction: Tier 1, Tier 2, and Tier 3. The MTSS Coach schedules and facilitates monthly MTSS meetings with teachers and content specialists on campus so that the team can closely track student progress and identify new support systems for students when the data suggests that a change may be necessary. As an interventionist, she is knowledgeable about diagnostic tools and the various intervention materials and strategies that are available to use with

students. The MTSS Coach will utilize the reading and math instructional focus tracker to guide the intervention process

Leadership Team Member #10

Employee's Name

Jamila Paul-Jackson

Position Title

School Counselor

Job Duties and Responsibilities

The School Counselor plays a pivotal role in the school improvement process by supporting the academic and social-emotional development of all students. Responsibilities include providing individual and group counseling to help students navigate personal and academic challenges, fostering a positive and inclusive school culture, and promoting mental health and well-being. The School Counselor collaborates with teachers, administrators, and parents to develop and implement programs that address the diverse needs of the student body, including conflict resolution, peer relationships, and stress management. Additionally, the School Counselor is integral to the implementation of Positive Behavioral Interventions and Supports (PBIS), a proactive approach to creating a positive school climate. The School Counselor works closely with staff to develop and reinforce school-wide behavioral expectations, monitor student behavior data, and design interventions that encourage positive behaviors and reduce disciplinary issues. The School Counselor also leads initiatives that recognize and reward positive student behavior, fostering a supportive environment that motivates students to make positive choices.

Leadership Team Member #11

Employee's Name

Destiny Tolbert

Position Title

School Social Worker

Job Duties and Responsibilities

The School Social Worker provides mental health support and training in schools and communities and assists with Youth Mental Health First Aide, behavioral concerns, positive behavioral support, academic and classroom support, consultation with teachers, parents and administrator as well as provide individual and group counseling/therapy. The School Social Worker is also the primary contact for the collection and analysis of attendance data and interventions. The School Social Worker connects families with outside agencies and resources as needed.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

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

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

The school recognizes all stakeholders and their importance in building the academic climate and culture of the school. The school strives to build healthy and positive relationships with all stakeholders to include students, teachers, staff, families, and community leaders.

SIP Monitoring

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

The School Improvement Plan will be monitored quarterly by the administrative and leadership teams. Revisions will be made as deemed necessary.

D. Demographic Data

2024-25 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
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	93.6%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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 <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: B 2022-23: A* 2021-22: B 2020-21: 2019-20:

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	22	26	25	20	0	0	0	0	0	93
One or more suspensions	1	0	2	2	0	0	0	0	0	5
Course failure in English Language Arts (ELA)	6	2	6	5	0	0	0	0	0	19
Course failure in Math	4	2	5	3	0	0	0	0	0	14
Level 1 on statewide ELA assessment	7	16	17	16	0	0	0	0	0	56
Level 1 on statewide Math assessment	7	24	11	13	0	0	0	0	0	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)	15	4	8	9						36
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	14	8	9	3	0					34

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	1	1	0	0	0	0	0	2

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	6	2	6	2	0	0	0	0	0	16
Students retained two or more times	0	0	1	1	0	0	0	0	0	2

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	5	4	7	11						27
One or more suspensions	2	3	6	10						21
Course failure in ELA	7	7	1	9						24
Course failure in Math	5	6		8						19
Level 1 on statewide ELA assessment				18						18
Level 1 on statewide Math assessment				9						9
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

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators										0

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

The number of students retained:

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

2. Grades 9-12 (optional)

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

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

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

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	32	30	57	47	24	53	42	27	56
ELA Grade 3 Achievement **	32	36	58	47	29	53			
ELA Learning Gains	50	52	60						
ELA Learning Gains Lowest 25%		64	57						
Math Achievement *	73	39	62	81	37	59	65	36	50
Math Learning Gains	100	57	62						
Math Learning Gains Lowest 25%		63	52						
Science Achievement *		8	57		26	54		32	59
Social Studies Achievement *								54	64
Graduation Rate								27	50
Middle School Acceleration								62	52
College and Career Readiness									80
ELP Progress	59	52	61	47	59	59	77		

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

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	58%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	346
Total Components for the FPPI	6
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
58%	59%	61%	47%		48%	73%

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

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%

English Language Learners	54%	No		
Black/African American Students	36%	Yes	1	
Hispanic Students	55%	No		
Economically Disadvantaged Students	49%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%

English Language Learners	47%	No		
Black/African American Students	67%	No		
Hispanic	47%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
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Students

Economically Disadvantaged Students

58%

No

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
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Students With Disabilities

54%

No

English Language Learners

61%

No

Native American Students

Asian Students

Black/African American Students

54%

No

Hispanic Students

62%

No

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Multiracial Students				
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	63%	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. (pre-populated)

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%								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%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	47%	47%			81%								47%
English Language Learners	19%	19%			88%								62%
Black/African American Students	61%	61%			78%								
Hispanic Students	22%	22%			83%								61%
Economically Disadvantaged Students	45%	45%			78%								64%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	42%				65%								77%
Students With Disabilities	27%				80%								
English Language Learners	33%				72%								77%
Native American Students													
Asian Students													
Black/African American Students	43%				65%								
Hispanic Students	42%				65%								79%
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	41%				69%								78%

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.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	31%	37%	-6%	55%	-24%
Math	3	69%	46%	23%	60%	9%

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 was overall learning gains in mathematics. This increase was based on 10 retained students. This cell was not present during the 2022-23 school year.

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 data component was ELA Achievement at 32%. The 32% total is 15% lower than during the 2022-23 school year and 10% lower than during the 2021-22 school year. Grade-level instruction in reading, especially foundational skills in grades PK through 2, has been weak for the past few school years. This issue compounds the remediation needed once students reach grade 3 and must take the statewide assessment in ELA.

Greatest Decline

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

The data element showing the greatest decline from the prior year was ELA Achievement with a 15% drop (32% for 2023-24 compared to 47% for 2022-23). Grade-level instruction in reading, especially foundational skills in grades PK through 2, has been weak for the past few school years. This issue compounds the remediation needed once students reach grade 3 and must take the statewide assessment in ELA.

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.

When compared to the state average, ELA Achievement shows the greatest gap. ELA Achievement is 25% lower (at 32%) compared to the state average at 57%. Grade-level instruction in reading, especially foundational skills in grades PK through 2, has been weak for the past few school years. This issue compounds the remediation needed once students reach grade 3 and must take the

statewide assessment in ELA.

EWS Areas of Concern

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

1. Student Attendance
2. Number of Students with a Substantial Reading Deficiency

Highest Priorities

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

1. ELA Achievement
2. Early Literacy (PK-2)
3. Black/African-American Subgroup
4. Student Attendance

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 Black/African American Students (BLK)

Area of Focus Description and Rationale

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

This Area of Focus was chosen due to receiving only 36% on the Federal Percent of Points Index. 2023-24 marks the first year that this subgroup did not meet the 41% threshold. 54% of the student population is classified as Black/African American. This Area of Focus is critical to ensuring we are meeting the growth and achievement needs of this subgroup.

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 2023-24 school year, only 36% of points from the Federal Percent of Points Index within the Black/African American subgroup was achieved. For the 2024-25 school year, 55% of points from the Federal Percent of Points Index within the Black/African American subgroup will be achieved.

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.

Using a comprehensive data wall, the School-Based Leadership Team (SBLT) will monitor the progress and achievement of the Black/African American subgroup following each statewide and district progress monitoring assessment in both ELA and math. Results will be displayed by subgroup for both ELA and math furthered stratified by grade level and teacher. For students not making progress or meeting proficiency targets, additional support from the instructional coach and/or administrative team will be provided.

Person responsible for monitoring outcome

James Mills (Assistant Principal)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific

strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.

Rationale:

Seven studies that examined interventions teaching students inferential language and vocabulary meet WWC group design standards and include a relevant outcome. Two studies found that the recommended practices had positive effects on vocabulary outcomes, and four studies found no discernible effects on vocabulary outcomes. The studies that found positive effects meet WWC group design standards without reservations. The two studies that found positive effects were implemented in the United States during scheduled classes with students in kindergarten and 1st grade; one study examined general education students, and one included students at risk for reading difficulties. These two studies compared students receiving the intervention to students receiving regular classroom instruction. All four studies examining listening comprehension outcomes found no discernible effects. No study that meets WWC group design standards examined effects on syntax outcomes. Overall, the body of evidence indicated positive but inconsistent findings for vocabulary outcomes, no discernible effects for listening comprehension outcomes, and no findings on syntax outcomes. Therefore, the panel and staff assigned a minimal level of evidence to this recommendation.

Tier of Evidence-based Intervention:

Tier 4 – Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Engage students in conversations that support the use and comprehension of inferential language.

Person Monitoring:

Rena Nelson

By When/Frequency:

Weekly

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

Develop students' inferential language—such as predicting, problem-solving, hypothesizing, or contrasting—with conversations before, during, and after read-alouds or other activities. These conversations should engage students in higher-level thinking that encourages using inferential language. Use open-ended questions to challenge students to think about the messages in both narrative and informational texts and how those messages apply to the world around them, by connecting events to their own lives, hypothesizing causal relationships, or solving problems. As students progress, ask increasingly complex questions, such as why an author used a certain metaphor, to encourage them to think critically and use inferential language.

Action Step #2

Explicitly engage students in developing narrative language skills.

Person Monitoring:

By When/Frequency:

Rena Nelson

Weekly

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

Teach beginning readers complex grammatical structures and key elements of narrative language during whole-class or small-group lessons. Introduce students to each new element or structure, model how to use the element to connect and expand ideas, and then provide continued opportunities for students to practice using the new elements. Support students' use by scaffolding their responses. Initially, teachers might need to prompt students to use a given narrative language structure and provide additional modeling. As students become more comfortable with the given element, they will require fewer prompts and modeling and will begin using the narrative structures or elements independently. Some elements and structures will present more challenges to students than others. Engage students in the use of narrative language through activities that ask them to predict or summarize a story or factual information, or develop detailed descriptions. For example, teachers can have students predict actions in the text based on the title and/or images if they have sufficient prior knowledge of the story context; discuss their earlier predictions and why they did or did not come true; describe the scene in a picture in increasing detail or describe a scene for a partner to illustrate; explain how to do something they enjoy, like shooting hoops; identify when a given element is used in read-alouds; summarize stories or factual information using a graphic organizer; summarize or relate the main idea, events, or other specific details of a passage. When providing instruction in the elements of story grammar, the panel recommends first explaining how to organize a good summary and then providing scaffolding as students begin the activity. Initially, prompt students to include each element of the story in their summaries and to connect them appropriately. Gradually reduce prompts for specific story elements, and instead prompt students to draw on their knowledge of how to produce a summary. Finally, only prompt students if they omit important information from the summary. Have students complete these activities in small groups or pairs. For example, students can form pairs in which one student summarizes a story and the other amends the summary with any missing story elements. Challenge students to present logically ordered predictions, to explain why they are making any predictions, and to include as many of the important components of the story as possible. The panel encourages teachers to have students connect their responses to events in the story in a logical manner to practice as many narrative and linguistic structures as possible to develop their narrative language skills.

Action Step #3

Teach academic vocabulary in the context of other reading activities.

Person Monitoring:

Rena Nelson

By When/Frequency:

Weekly

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

Introduce students to academic vocabulary that is relevant in many subject areas, including words or grammatical rules that support content that students are reading or learning. The panel suggests that schools or grade-level teams develop a common set of vocabulary words that align with reading selections and curriculum standards for the year. Appropriate words are those that will occur frequently throughout the school year and in a variety of contexts and are likely unfamiliar to most students. The common set of words can draw on lists of academic vocabulary and common root words. Each week, select a small group of words or grammatical rules to teach that are included in texts that students will hear or read. The number of words or rules should depend on their complexity and student needs. Teach these words, phrases, and grammatical rules explicitly. When introducing a new word or phrase, provide a clear and concise definition that primary-grade students will understand, and then give an example of meaningful, supportive sentences that include the word.

Alternatively, read the sentence with the new vocabulary word, and then replace the word in the sentence with its definition. After introducing students to new words, encourage deeper understanding by providing extended opportunities for them to use and discuss the words. Activities that support deeper understanding allow students to make connections between a new vocabulary word and other known words; relate the word to their own experiences; differentiate between correct and incorrect uses of the word; generate and answer questions that include the word. Finally, ensure that students encounter new academic vocabulary words or phrases in many different contexts throughout the day and year. Expose students to these words during read-alouds and classroom discussions in language-arts instruction as well as in other contexts, such as science experiments and math word problems. Review new vocabulary words regularly, incorporate them into conversations and writing assignments, and draw attention to the words when they appear in text.

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

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

High-quality, Tier 1 core instruction focused on phonemic awareness, phonics, fluency, vocabulary, and comprehension is needed to ensure all students are provided with grade-level instruction. Acquisition of foundational reading skills is critical for students to be reading on grade level by grade 3. Over the last several years, the percentage of students achieving Level 3 in reading in grade 3 has declined, along with an increase in the percentage of students scoring below the 40th percentile in reading in grades kindergarten through grade 2. The increasing number of students in grades K-2 who lack the foundational skills necessary to be effective readers has contributed to the decrease in the number of students scoring Level 3 or higher in grade 3 as measured by the statewide assessment.

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

A structured literacy approach will be utilized to strengthen the quality of Tier 1 core instruction. First coined by the International Dyslexia Association, structured literacy is characterized by the provision of systematic, explicit instruction that integrates listening, speaking, reading, and writing and emphasizes the structure of language across the speech sound system (phonology), the writing system (orthography), the structure of sentences (syntax), the meaningful parts of words (morphology), the relationships among words (semantics), and the organization of spoken and written discourse. Three teaching principles guide how structured literacy instruction can be implemented within the classroom: systematic and cumulative instruction; explicit instruction; and diagnostic instruction. The 90-minute literacy block will include 30 minutes of HMH Structured Literacy, followed

by 30 minutes of learning centers (Reading Corner, Word Work, Writing Center, Creativity Corner, Digital Station) aligned to the foundational skills being addressed through structured literacy, followed by 30 minutes of HMH Into Reading focusing on the development of comprehension (listening and reading) and writing.

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

High-quality, Tier 1 core instruction will be provided using the essential elements of literacy. The 90-minute literacy block will be provided daily utilizing the district-adopted reading program HMH Into Reading. It provides the tools students need to develop critical and strategic thinking skills for the 21st century. With mastery of foundational literacy skills, including strong decoding skills, students will have the building blocks they need to comprehend what they read. HMH Into Reading students develop a lifelong love of reading through the extensive library of engaging, award winning, culturally relevant texts that span a wide variety of genres. HMH Into Reading instruction teaches students how to recognize genre characteristics, cite text evidence, and draw from their growing bank of skills and strategies helping them make meaning from complex grade-level texts. HMH Into Reading's intentional design, systematically builds students' understanding of meaningful topics and academic vocabulary. Topics and text sets are thoughtfully sequenced to build knowledge—like pieces of a puzzle—within a module, within a grade, and across the program. To support effective writing and communication, HMH Into Reading provides daily opportunities for students to express their understanding and thinking, helping them succeed in today's world. The program supports the full range of writing modes and forms, scaffolding the steps of the writing process, while also developing students' ability to have productive, collaborative conversations. HMH Into Reading supports content area connections that are critical to learning. Literacy instruction provides the “how” for what students learn in science, social studies, mathematics, and the arts. For example, as students read and talk about text, they will naturally build background and knowledge and grade-level cross-curricular topics and content standards. The power of choice can be motivating, and what is interesting to one student may not appeal to another student. Therefore, HMH Into Reading provides access to a wide variety of relevant, rich, authentic texts for independent reading and meaningful opportunities for independent work, allowing students appropriate ownership of the learning. The ultimate goal of reading is to comprehend and build knowledge. Therefore, HMH Into Reading's approach is to focus on skills and strategies that best support the specific text that students are reading. Skills don't exist in a vacuum. They must be applied to a meaningful activity, in this case, the reading of connected, grade-level appropriate text. Brady (2012), while endorsing the importance of research-based methods of code instruction, advocates connecting that instruction to the reading of connected text. Furthermore, Brady (2012) concludes that engagement with “texts with a high proportion of decodable, familiar words (complemented by high-frequency words) enhance beginners' reading acquisition” (Brady, p. 21). By continually spiraling through skills that are in service of texts, rather than texts being in service of a weekly skill, students gradually learn to draw from many skills and strategies to

comprehend what they read. Throughout the year, texts increase in complexity, so students are applying the same grade-level appropriate skill to increasingly more complex text.

Grades K-2: Measurable Outcome(s)

By the end of the 2024-25 school year, the percentage of students scoring below the 40th percentile as measured by Star Early Literacy and Star Reading (PM 3) will be reduced as follows:

- Kindergarten: 35%
- First Grade: 35%
- Second Grade: 35%

Grades 3-5: Measurable Outcome(s)

By the end of the 2024-25 school year, the percentage of students scoring below Level 3 on the ELA F.A.S.T. (PM 3) assessment will be reduced as follows:

- Third Grade: 45%

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.

Using a comprehensive data wall, the School-Based Leadership Team (SBLT) will monitor the progress and achievement of all students following each statewide and district progress monitoring assessment in both ELA and math. Results will be displayed by subgroup for both ELA and math further stratified by grade level and teacher. For students not making progress or meeting proficiency targets, additional support from the instructional coach and/or administrative team will be provided.

Person responsible for monitoring outcome

James Mills (Assistant Principal)

Evidence-based Intervention:

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

Description of Intervention #1:

Develop awareness of the segments of sounds in speech and how they link to letters.

Rationale:

Seventeen studies that examined interventions to help students develop awareness of segments of sound and letter–sound correspondence meet WWC group design standards and include a relevant outcome. All 17 studies found positive effects in letter names and sounds and/or phonology outcomes: 12 studies found positive impacts on phonology outcomes, and nine studies found positive impacts on letter names and sounds outcomes. Eight of the studies examined interventions implementing all three components of the recommendation, with most of the other studies including

two recommendation components. Twelve of the studies meet WWC group design standards without reservations. The studies included diverse American students in the relevant grades—kindergarten and 1st grade; six studies included students at risk for reading difficulties, while 11 studies included readers at all levels. Twelve of the studies implemented the interventions with groups of two to eight students and supplemented regular literacy instruction. The studies typically compared students receiving the intervention to students receiving regular classroom instruction. Overall, the body of evidence consistently indicated that the practices outlined in this recommendation had positive impacts on students' knowledge of letter names and sounds and phonology. Therefore, the panel and staff assigned a strong level of evidence.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Teach students to decode words, analyze word parts, and write and recognize words.

Rationale:

Eighteen studies that examined the effects of teaching students to decode words, analyze word parts, and write words meet WWC group design standards and include a relevant outcome. In total, 13 studies had positive effects on word reading and/or encoding outcomes: 11 of these studies had positive impacts on word reading outcomes, and four of these studies had positive impacts on encoding outcomes. No study that meets WWC group design standards examined morphology outcomes. The 13 studies that found positive effects contributed to the strong level of evidence. Six of these studies examined interventions that aligned with five or six of the six components and an additional three studies were relevant to three or four of the components. Seven of the studies meet WWC group design standards without reservations. The studies included diverse student samples from kindergarten through 3rd grade; eight studies examined students at risk for reading difficulties, and the other five studies included students of all ability levels. Eight interventions were implemented in small groups of students, four additional interventions examined one-on-one interventions, and one intervention was implemented with the whole class. About half of the studies implemented the interventions as supplements to regular literacy instruction, and all of the studies took place in schools. Overall, the body of evidence consistently indicated that the practices outlined had positive effects on word reading and encoding outcomes for diverse students. Therefore, the panel and staff assigned a strong level of evidence.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Teach students to recognize and manipulate segments of sound in speech.

Person Monitoring:

Rena Nelson

By When/Frequency:

Weekly

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

Teach students how to recognize that words are made up of individual sound units (phonological awareness). Begin by introducing students to larger segments of speech (words) with which they will be more familiar, and gradually draw their attention to smaller and smaller sound segments. This will prepare them to learn about the individual sounds that letters represent and then recognize those sounds and letters as they are used in words. The panel recommends first demonstrating that sentences can be broken into words and then that some words can be broken into smaller words. Have students practice identifying the unique words in sentences or compound words, Next, demonstrate how words can be broken into syllables. Many students will start breaking down spoken sentences and words into syllables in preschool; others will need this instruction at the beginning of kindergarten. Tell students what syllables are, and model how to identify them. Then have students practice identifying and manipulating syllables within familiar words by placing their hands on their chin and paying attention to the number of times their chin moves down as they say words slowly; holding up a finger for each syllable as they say a word; blending syllables articulated by the teacher into a word. Once students can break words into syllables, teach them to recognize even smaller units within a syllable, called onsets and rimes. An onset is the initial consonant, consonant blend, or digraph in a syllable (e.g., the /c/ in cool). The rime is the vowel and the remaining phonemes in that syllable (e.g., the /ool/ in cool). Focus students' attention on recognizing and manipulating the onsets and rimes by having students segment familiar one-syllable words into their onsets and rimes and manipulate the onsets or rimes to create new words. Teachers can draw from a number of activities that have students practice identifying onsets and rimes. Finally, teach students to isolate and manipulate individual phonemes, the smallest units of sound in a word. Begin phonemic-awareness instruction by demonstrating how to isolate individual sounds in words and segment words into their component sounds with modeling and guided practice. For initial lessons, use two- or three-phoneme words such as dig, sun, and at. Students can practice isolating the sounds in words by using Elkonin sound boxes and by sorting pictures. Students can use Elkonin boxes and colored discs or letter tiles to mark the unique sounds they hear in words. Additionally, students can sort cards with pictures based on the beginning, middle, or ending sounds of the word each picture represents.

Action Step #2

Teach students letter-sound relations.

Person Monitoring:

Rena Nelson

By When/Frequency:

Weekly

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

Once students have learned to isolate phonemes in speech, teach students each letter of the alphabet and their corresponding sounds, working with a few phonemes at a time. Many students enter kindergarten knowing the names of a few letters they have learned at home or in preschool, such as the letters in their name. The panel recommends building upon this foundation by reinforcing familiar letters and introducing new ones. Present consonants and short vowel sounds represented by single letters first, since these appear frequently in words students will encounter in the early stages of reading. For example, the first group of phonemes taught could be /s/, /m/, /d/, /p/, /a/. The panel recommends next introducing consonant blends (e.g., fl, sm, st) and common two-letter consonant digraphs (e.g., sh, th, ch). Rather than asking students to memorize consonant blends as units, the panel recommends teaching each sound in a blend and then asking students to blend the sounds together. A digraph makes a single sound and must be taught as a unit. Then teach long vowels with silent e, and finally two-letter vowel teams (vowel digraphs, e.g., ea and ou). Letters or letter combinations may correspond to multiple sounds; start with the most common sound each letter

represents, and introduce each letter sound one at a time. For each phoneme, begin by naming the letter or letters that represent the phoneme (e.g., p for /p/ or s and h for /sh/). Introduce the letters in both uppercase and lowercase. Then, show a memorable picture of a familiar, regular word containing that phoneme (e.g., pig). For each picture, the panel recommends telling the students a story that incorporates the corresponding sound of the letter, so that students remember the character and the sound when they see the letter in print. Say the sound that the phoneme makes in isolation, and have the students repeat that sound. Finally, ensure that students have continued practice with the phoneme. Review the new letter sound together with a small group of previously learned letter sounds, and have students write the letters in meaningful contexts, such as writing their name or familiar words containing the letters, such as mad and sad.

Action Step #3

Use word-building and other activities to link students' knowledge of letter-sound relationships with phonemic awareness.

Person Monitoring:

Rena Nelson

By When/Frequency:

Weekly

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

The final step in teaching students the alphabetic principle is connecting their awareness of how words are segmented into sounds with their knowledge of different letter-sound relationships. This allows students to begin spelling and decoding words. Teachers can use Elkonin sound boxes with letter tiles and word-building activities for this instruction as soon as students have learned their first few letter sounds. Use word-building exercises to enhance students' awareness of how words are composed and how each letter or phoneme in a word contributes to its spelling and pronunciation. For example, provide students with a set of letter tiles or magnetic letters, and have them add or remove letters to create words or to change one word into a different word. Begin by modeling the activity and working through a few examples with students as a group. Then, have students work independently to add single missing letters to build CVC (consonant-vowel-consonant) words first (e.g., adding a between f and n to create fan). Finally, engage students in advanced word-building activities that combine sound addition and sound substitution. Gradually include more advanced words in the activity as students become familiar with more advanced phonemic patterns, such as CVC words with a silent e (CVCe) or with two consonants for the initial or final sounds (CCVC and CVCC, respectively). For example, teachers can extend to include instructions to make cane after can, cart after cat, or flat after fat.

Action Step #4

Teach students to blend letter sounds and sound-spelling patterns from left to right within a word to produce a recognizable pronunciation.

Person Monitoring:

Rena Nelson

By When/Frequency:

Weekly

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

Teach students how to read a word systematically from left to right by combining each successive letter or combination of letters into one sound. This is called blending. Start with simple consonant-vowel-consonant (CVC) words that are familiar to students. Demonstrate how to blend, and provide feedback as students begin to apply it independently. Then, as students show progress in learning the skill, gradually progress to longer words and words that are new to the students. Teachers can instruct students to blend either by chunking sounds or by sounding out each letter individually and then saying the sounds again quickly. In the chunking approach, students combine the first and

second letter sounds and letter–sound combinations (multiple letters producing one sound) and practice them as one chunk before adding the next sound to form another chunk. Students add each successive sound to the chunk they created just before it to build the complete word. For the sounding-out approach to blending, demonstrate how to say each letter sound in a word, starting at the leftmost letter and moving right, and then join all the sounds together to form the word. Teach students to “sound out smoothly,” elongating and connecting the sounds as much as possible (e.g., /m̩m̩m̩a̩a̩a̩n̩n̩/ rather than /m/.../a/.../n/). This will help students remember and combine the sounds to arrive at the correct word. Another way to demonstrate chunking or sounding out is to use a pocket chart with letter tiles, magnetic letters, or an Elkonin sound box. Space the letters out initially, and then move the tiles together as you read the word. Students can follow along with tiles on their desks. Listen for students who add a strong schwa sound (/◊/, or “uh”) after stop sounds (e.g., /b/ pronounced as buh). This may affect students’ ability to blend sounds into recognizable words. Encourage them to minimize the schwa sound for sounds that require a brief vowel sound (e.g., voiced consonants such as /b/ and /d/) and to eliminate the schwa sound for other consonants, to make it easier to recognize a word as they blend the sounds together. The panel recommends teaching students to check their pronunciation by asking themselves if the word they produced by blending the letter sounds is familiar to them (i.e., if it “makes sense” or if it is a “real word”). If the word is not familiar to them, ask them to read the word again to make sure they blended correctly.

Action Step #5

Instruct students in common sound-spelling patterns.

Person Monitoring:

Rena Nelson

By When/Frequency:

Weekly

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

Demonstrate to students how letters are often combined to form unique sounds that appear in multiple words (e.g., -ng). Present letter combinations to students one at a time, with ample time to focus on each combination and its pronunciation, and with plenty of examples from familiar words to illustrate the pronunciation. Begin with initial consonant patterns, and as students advance, introduce vowel patterns and syllable-construction patterns. Learning to recognize these patterns in words enables students to identify more complex words by pronouncing smaller parts of the word as they read. Teachers can use the following activities to introduce and practice sound–spelling patterns: Give students word cards with and without the target pattern, and ask them to sort the cards into groups or sort them on a word wall in the classroom; Ask students to think of words that use a given spelling pattern and pronunciation. If these words are at the students’ reading level, ask students to try writing them. Writing practice will extend students’ familiarity with each pattern and help them internalize the different spelling patterns. Use Elkonin sound boxes to build words with specific sound–spelling patterns. Each distinct and recognizable sound should have its own sound box; consonant digraphs and other letter combinations that produce one sound should have one box for the group of letters. For silent-e words, place the e outside the set of boxes.

Action Step #6

Teach students to recognize common word parts.

Person Monitoring:

Rena Nelson

By When/Frequency:

Weekly

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

Once students have learned a few common spelling patterns, show them how to analyze words by isolating and identifying meaningful word parts within them that share a similar meaning or use.

Breaking down words into smaller, meaningful word parts can enable young readers to effectively read more challenging words. Students can also use their knowledge of the meaning of different word parts to infer meaning for a multisyllabic word. Teach students about suffixes (e.g., -s, -ed, -ing, -est), contractions (e.g., aren't, it's, you're), forms of prefixes (e.g., dis-, mis-, pre-), and basic roots (e.g., aqua, cent, uni), and how to combine them to create words. Have students practice the new word parts by writing words or manipulating parts of the words to create new words (e.g. adding the suffix -ing to the words park, call, and sing), and then read the words aloud. The panel also recommends having students practice building and modifying words by adding prefixes and suffixes to words in an exercise that expands on the earlier work with Elkonin sound boxes. Help students decode more complex words by teaching a word-analysis strategy: identify the word parts and vowels, say the different parts of the word, and repeat the full sentence in which the word appears. Model the word-analysis strategy by using words that students have recently encountered in text, and mark individual word parts on the board. When students read the word, have them adjust the vowel sounds as needed to achieve a recognizable word when said at speed. For example, they may need to pronounce vowels with the schwa sound that usually sounds like a short u or sometimes a short i (e.g., the o in harmony). As students apply the steps independently, post instructions on the classroom wall or provide students with written instructions to use as a reference.

Action Step #7

Have students read decodable words in isolation and in text.

Person Monitoring:

Rena Nelson

By When/Frequency:

Weekly

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

Provide students with opportunities to practice the letter sounds and sound–spelling patterns taught in the classroom using word lists, decodable sentences, short decodable texts, or texts that contain many examples of words spelled with recently learned letter sounds or sound–spelling patterns. Give each student a copy of a word list and/or connected text passage for the letter combination being taught, or write or display the words and passage on a board for the whole group to read together. Ask students to underline the letter combination in each word in the word list, and then in the appropriate words in the passage.

Action Step #8

Teach regular and irregular high-frequency words so that students can recognize them efficiently.

Person Monitoring:

Rena Nelson

By When/Frequency:

Weekly

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

Help students learn to quickly recognize words that appear frequently in all kinds of text, known as high-frequency words. Because these words occur so often in text, learning to recognize them quickly will speed up the reading process so that students can focus more on the meaning of the text. Teach students high-frequency words with irregular and regular spellings. Irregular words have exceptions to the typical sound–spelling patterns and are not easy for early readers to decode. Teach these words holistically—that is, as whole words, rather than as combinations of sound units. For regular words, have students apply their letter–sound skills—for example, using Elkonin sound boxes—to identify the word initially. Have students practice reading the words frequently until they learn to recognize them quickly. Teachers can use the following activities to teach and provide practice on high-frequency words: Use flashcards to directly teach any new words. Show students a word and pronounce it. Have students repeat the word, spell the word, and then say the whole word again. Then mix up the

cards and provide practice so students learn to recognize the words quickly; Select a small number of high-frequency words that students have just encountered in a text. Read a word aloud, and then ask a student to point to the word in the text, spell the word, and repeat the word aloud; Create a word wall of high-frequency words in the classroom. Have students read the word wall with a partner. Refer to the wall often, and ask students to point out a word on the wall when they come across it; Present students with a list of new high-frequency words to learn. Teach each word. Then ask students to write the words on large cards or construction paper, with different students writing different words. Have them add the words to the word wall in the classroom; Write the words on flashcards and have students practice them in small groups; Have students practice their high-frequency words outside of their regular literacy instruction.

Action Step #9

Introduce non-decodable words that are essential to the meaning of the text as whole words.

Person Monitoring:

Rena Nelson

By When/Frequency:

Weekly

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

Non-decodable words are comprised of irregular sound–spelling patterns or sound– spelling patterns that students have not yet learned. Books may include complex words that contain sound–spelling patterns that students have not learned, but that are important to the story or information (e.g., Tyrannosaurus rex, pigeon, and villain). Before introducing a new text, determine if it includes any non-decodable words and, if so, identify a few that are repeated often within the text, are meaningful, and that students will encounter in future texts or settings. Introduce these non-decodable words to students in advance of reading the new text, including their spelling and meaning. Teaching non-decodable words expands students’ reading opportunities beyond decodable texts. The panel recommends limiting the number of these words introduced at a time, because learning them holistically places considerable demands on students’ memory.

Area of Focus #3

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

Instructional Practice specifically relating to Intervention

Area of Focus Description and Rationale

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

Over the last four (4) years, the number of students requiring additional intervention in reading is increasing each school year. This conclusion is based on the percentage of students in grades kindergarten through second who score below of the 40th percentile, as well as the percentage of students in grade three who score below Level 3. When additional intervention efforts are needed, it reduces the amount of time available for high-quality, Tier 1 core instruction. The compounding factors of increased time spent on intervention with decreased time utilized for grade-level core instruction creates a cycle where growth is dependent on intervention rather than grade-level instruction. Over time, this dependency creates an ever-increasing need for intervention, reducing the percentage of students performing at or above grade level.

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 2024-25 school year, the percentage of students scoring below the 40th percentile as measured by Star Early Literacy and Star Reading (PM 3) will be reduced as follows:

- Kindergarten: 35%
- First Grade: 35%
- Second Grade: 35%

By the end of the 2024-25 school year, the percentage of students scoring below Level 3 as measured by the ELA F.A.S.T. (PM 3) assessment will be reduced as follows:

- Third Grade: 45%

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.

Using a comprehensive data wall, the School-Based Leadership Team (SBLT) will monitor the progress and achievement of all students following each statewide and district progress monitoring assessment in both ELA and math. Results will be displayed by subgroup for both ELA and math further stratified by grade level and teacher. For students not making progress or meeting proficiency targets, additional support from the instructional coach and/or administrative team will be provided.

Person responsible for monitoring outcome

James Mills (Assistant Principal)

Evidence-based Intervention:

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

Description of Intervention #1:

Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

Rationale:

Twenty-two studies that examined the effectiveness of interventions with connected text meet WWC group design standards and include a relevant outcome. Although 18 studies showed positive effects on word reading, oral reading accuracy, oral reading fluency, and/or reading comprehension outcomes, eight of these studies also reported no discernible effects on other outcomes in these areas. In addition, three studies found no discernible effects for any outcome, and one study found a negative effect for one outcome. Because of this inconsistent pattern of positive effects, the panel and staff did not assign a strong evidence rating to this recommendation. The 18 studies that found

positive effects contributed to the moderate level of evidence; the remainder of this paragraph focuses on those studies. Nine of these studies had interventions that included all three components and the interventions in an additional five studies aligned with two components. Fifteen studies meet WWC group design standards without reservations. The studies collectively included diverse students in kindergarten through grade 3; 11 studies examined students at risk for reading difficulties, and the other seven studies examined general education students. The interventions in 11 studies were delivered one-on-one, while six studies examined interventions implemented with small groups of students, and one intervention used a combination of small groups and whole-class instruction. Sixteen studies occurred in the United States, and two studies occurred in the United Kingdom. Overall, the 18 studies related found an inconsistent pattern of positive effects. Therefore, the panel and staff assigned a moderate level of evidence.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

As students read orally, model strategies, scaffold, and provide feedback to support accurate and efficient word identification.

Person Monitoring:

Rena Nelson

By When/Frequency:

Weekly

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

To help students practice decoding and word identification, plan activities in which students receive support from a more proficient reader—such as a teacher, parent, or another student—who can provide constructive feedback or support. Work one-on-one or in small groups with students, modeling the use of effective word-reading strategies in oral reading, and providing prompting and scaffolding when students encounter challenging words. The activities can use instructional-level text with examples of recently taught sound–spelling patterns. Instructional-level text provides some challenge without overwhelming the student. Students reading an instructional-level text should be able to read most of the words and grammatical structures, missing no more than one word out of every 10. When students encounter words that they find difficult to read, remind them to apply the decoding and word-recognition skills and strategies they have learned and to then reread the word in context. When students cannot decode words or sound–spelling patterns using their existing knowledge and strategies—such as the irregular words of and was—simply tell students the words or sound–spelling patterns and ask them to repeat the word. The panel recommends asking the student to reread the sentence to be sure the word makes sense. The panel discourages teachers from allowing students to use guessing strategies to identify unfamiliar words, because these will not be effective with more-advanced texts. For example, discourage students from guessing unknown words using beginning letters or pictures. The panel also cautions against giving hints that encourage students to guess a word as if answering a riddle (e.g., “What do you call the place where you live?” if students cannot make sense of the letters h-o-m-e). As students’ reading skills develop, scaffold by providing fewer prompts and supports and expecting students to apply skills and strategies independently. For example, rather than prompting the student to sound out a word, the teacher can

ask the student, “What can you try?” This encourages the student to identify and then implement the strategy independently. Eventually, students will begin to identify unknown words without prompting from the teacher. This process of gradually releasing responsibility to students is important for students’ growth as independent readers, and it is essential to the development of word-reading skills. Students may again need teacher support when they progress to more challenging types of words and more challenging texts.

Action Step #2

Teach students to self-monitor their understanding of the text and to self-correct word-reading errors.

Person Monitoring:

Rena Nelson

By When/Frequency:

Weekly

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

Teach students to monitor their understanding as they read and to correct word reading errors when they occur. Competent readers can recognize when the text does not make sense because they have misread a word, and can correct their mistake. Often students do not recognize word-reading errors because they have not been paying attention to their own reading to know whether their reading made sense. Model and teach self-monitoring and self-correction using activities such as the “Fix It” game and integrate these strategies with word-reading and fluency instruction. Model each step in the game so that students understand what they need to do. Then play one or two rounds of the game with students in small groups to demonstrate the types of errors they should look for and how to correct them. When a student makes a word reading error on a word he or she should be able to read, pause so the student can correct the error; provide support if needed. Rather than simply telling the student the correct word, have students reread the sentence in which the misread word appears. For students who cannot identify the error word on their own, read the sentence(s) exactly as the student did, including the error. Ask the student, “Did that make sense?” or “Did that sound right?” Use these scaffolds less frequently as students begin to independently self-monitor and self-correct their errors.

Action Step #3

Provide opportunities for oral reading practice with feedback to develop fluent and accurate reading with expression.

Person Monitoring:

Rena Nelson

By When/Frequency:

Weekly

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

Have students practice to develop reading fluency—the ability to read orally at a natural pace and with expression, including appropriate pauses at the ends of sentences. Through modeling and feedback, help students understand how to read the text in meaningful phrases rather than word by word. Model expression and phrasing in fluent reading. Introduce students to punctuation marks, and explain how to interpret them. Provide feedback and additional modeling on how to phrase text and read with expression, including which words to emphasize. Decrease the support for expressive reading as students begin to read text in progressively longer phrases. Using familiar texts, model how to read accurately at a fluent pace. Initially, set a slow, steady pace for student reading, and gradually increase the reading rate and accuracy, moving on to more challenging text. When reading text along with students, read with expression in a quiet voice and set a pace that reflects students’ word-reading abilities, slowing down a bit for words that present particular challenges. To develop fluency when students read independently the text should be at their independent level, and when students read with feedback the text should be at their instructional level. It is important not to ask

students to read frustration-level text without feedback, as it can lead them to practice ineffective word-reading strategies that reduce comprehension. Activities to practice reading fluently include the following: individual oral reading with support; individual oral reading with a recording device, with teacher feedback provided later; partner reading; choral reading in small groups with careful monitoring to ensure that all students are participating, as opposed to copying their peers; echo reading, where a more experienced reader (often the teacher) reads a section of text aloud and then the student reads the same section aloud; alternated reading, where the student and a more experienced reader (often the teacher), take turns reading continuous sections of text; simultaneous reading, where the student(s) and teacher read the same text aloud at the same time; individual oral reading with computerized reading devices, provided that the text is read at a pace appropriate to the students' reading rate. When working with e-books or other computerized reading devices, make sure that the text used is appropriate to students' word reading and comprehension abilities so that students actively practice oral reading. To support oral reading fluency, give students assignments for both repeated reading—in which they read the same text multiple times for mastery—and wide reading—in which they read many different texts. In repeated reading, students are less likely to practice incorrect word reading or to guess unknown words. They are repeatedly exposed to the same words, which should help students recognize them more efficiently. Wide reading, on the other hand, exposes students to more diverse vocabulary and world knowledge. Teachers can support students' fluency practice in the following ways: Preempt word-reading challenges presented in new texts by identifying and practicing challenging words with students before they read the full text; Remind students that the purpose of reading is to derive meaning from the text. To support comprehension, regularly ask students a few questions after reading a text.

Action Step #4

Utilize supplemental reading resources that meet students where they are and address skills deficiencies based on an individualized approach.

Person Monitoring:

Rena Nelson

By When/Frequency:

Weekly

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

Student achievement data from all universal screener and progress monitoring assessments will be examined to determine tiering of students and further organization by skill area. During the allocated intervention time, students will participate in learning centers to reinforce skills being taught. Teachers will utilize resources such as the Florida Center for Reading Research (FCRR) activities, iReady Online Instruction, Amira, iReady Teacher Toolbox, and Amira for the learning centers and the teacher-led center.

IV. Positive Culture and 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.

18% of students (46 students) in grades K-3 were absent more than 10% of the school year. The majority of absences were concentrated in grades K and 1. Districts experiencing higher concentrations of poverty face an even greater challenge. In almost half (41%) of the most economically challenged districts, the vast majority (75%) of their schools have extreme levels of chronic absence. In these districts, 75% or more of their students receive FRPL. By contrast, in the majority (65%) of more affluent districts, no school has an extreme level of chronic absence. In these districts, fewer than 25% of students receive FRPL. The impact of absences on achievement carries forward year after year. At every grade level, students who were chronically absent last year start the following year further behind their peers. For example, in research, chronically absent 1st grade students in 2015-2016 started the following year at an achievement level 32 percentile points below those 1st grade students who had no absences in the prior year. This gap increased to 41 percentile points by the end of the 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.

By the end of the 2024-25 school year, the daily attendance rate will be 92% for all students in grades K-3.

Monitoring

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

Monthly meetings with the administrative team, school social worker, and district attendance staff will be utilized to review the weekly attendance reports, interventions provided by the school social worker, and plan next steps to intervene with chronically absent students. The goal of these meetings is to ensure consistent communication and development of supports for students who have ongoing attendance issues.

Person responsible for monitoring outcome

James Mills

Evidence-based Intervention:

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

Description of Intervention #1:

Systemic, multi-pronged district and school approach leveraging family engagement and school connectedness.

Rationale:

A new demographic analysis of 2021-22 school year chronic absence data from the U.S. Department

of Education reveals that the pandemic-induced dramatic increase in chronic absence affects students from all backgrounds and localities and is widening inequities. This analysis shows that districts, with support from states and community partners, must take a multi-pronged approach. Even greater efforts are needed in districts serving large proportions of economically challenged students. In our first analysis *Rising Tide of Chronic Absence Challenges Schools*, we showed that in the 2021-22 school year chronic absence nearly doubled, rising from 16% before the pandemic to nearly 30% by 2021-22 school year. This means chronic absence affected nearly 30% of students, or 14.7 million. This attendance crisis has a broad impact on learning given that two-thirds (66%) of enrolled students attended a school with high or extreme levels of chronic absence. When chronic absence reaches high levels, the educational experience of peers, not just those frequently missing school, is also affected. National assessment data for 2022 show these increases in chronic absence are associated with significant declines in student achievement and threaten efforts to recover from the pandemic. Reducing chronic absence and increasing student engagement is in everyone's interests. A deeper look into the 2021-22 data released through Ed Data Express, shows that chronic absence directly affects students from all backgrounds. (All figures are rounded to the nearest 100,000.) While approximately 5.3 million chronically absent students are found in cities, another 5.1 million are in suburbs. Nearly 2.6 million live in rural areas and 1.5 million live in towns. Click [here](#) to download national demographic data for the 2021-22 school year. Chronic absence also affects students of all ethnicities. In the 2021-22 school year, the largest number of chronically absent students were white (5.2 million), followed by Latino (5 million) and African American (2.9 million). Chronic absence is especially challenging for Pacific Islander and Native American students who experienced much higher rates even though their numbers are smaller. Chronic absence also affected large numbers of students with disabilities (2.7 million) and English learners (1.9 million). Addressing the wide-spread absenteeism in the aftermath of the pandemic requires districts, supported by states, schools and communities, to take the lead in an all-hands approach. What works is developing consistent messaging across the community, re-establishing for families and students a connection to schools, and implementing a comprehensive array of proven attendance practices and interventions that addresses areas where students and families are struggling the most. At the same time, the unprecedented chronic absence in schools following the challenges created by the pandemic are deepening educational inequities. Students from populations that have historically had less access to equal opportunities to learn are much more likely to be enrolled in schools facing extreme levels of chronic absence. When this is the case, the educational experience of peers, not just chronically absent students, is affected by the constant churn of students in classrooms which affects both teaching and learning. Poverty is a driving factor shaping the size and scale of the pandemic's impact on a school's chronic absence challenge. Between the 2017-18 and 2021-22 school years, the greatest increases in chronic absence occurred among schools serving higher portions of students experiencing poverty. Among schools with 75% or more of their students receiving free or reduced-price lunch (FRPL), schools with extreme chronic absence levels nearly tripled, from 25% to 69%. Among schools with 50% to 75% FRLP, it increased from 14% to 50%. Schools serving greater proportions of nonwhite students were similarly much more likely in 2021-22 to experience high and extreme levels of chronic absence than prior to the pandemic. This finding likely reflects an overlap with concentrations of poverty. When districts serve multiple schools facing extreme levels of chronic absence, they must move forward with a system-wide approach. Districts should train teams to take a data-informed approach to engaging students and families and implement a coordinated set of tiered interventions. In 2021-22, about a third of all districts were faced with the harsh reality that more than half of their schools experienced extreme levels of chronic absence. Districts experiencing higher concentrations of poverty face an even greater challenge. In almost half (41%) of the most economically challenged districts, the vast majority (75%) of their schools have extreme levels of chronic absence. In these districts, 75% or more of their students receive FRPL. By contrast, in the majority (65%) of more affluent districts, no school has an extreme level of chronic absence. In these

districts, fewer than 25% of students receive FRPL. An effective approach must also be tailored to local realities. For example, community organizations that can become potential partners are often more plentiful in urban or suburban areas than in more sparsely populated rural areas. On the other hand, rural areas may be able to leverage longstanding formal and informal relationships among staff at schools, local community members and other agencies. An examination of data on school levels of chronic absence in 2021-22 suggests that urban areas are especially affected by the increase in the number of schools facing extreme chronic absence. In cities, 60% of schools now have extreme chronic absence, compared with only 23% before the pandemic. The larger the proportion of schools affected by chronic absence, the more important it will be to take a systemic and comprehensive tiered approach. A new study by Learning Heroes found that schools with higher levels of family engagement had significantly lower increases in chronic absence during the pandemic. In addition, the positive impact of family engagement was greater for families with incomes below the poverty line. This research confirms earlier evaluations that showed for example that relational home visits and using an app (Talking Points) to improve communications in the home language with families also improved attendance. Existing evidence indicates that building a sense of connection to school — for all students and families — is an effective universal prevention action for absenteeism. It is also something all schools can do. Students are connected to schools when they believe there is an adult at school who knows and cares about them, they have a supportive peer group, they engage at least some of the time in activities they find meaningful and which help others, and they feel seen and welcome in school. Activities during the school day and in after school or summer learning programs can promote school connectedness.

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 #1

Fully implement the district attendance procedures consistent with the Comprehensive School-Based Attendance & Truancy Intervention Procedures Manual as the established Tier 1 support system.

Person Monitoring:

Destiny Tolbert

By When/Frequency:

Weekly

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

During Phase One and Phase Two, students and families will be notified regarding the district's attendance policy and will notify parent(s) by phone and/or email once a student has three (3) cumulative days of unexcused absences within a ninety (90) day period.

Action Step #2

Provide additional, more intensive supports for students needing Tier 2 intervention.

Person Monitoring:

Destiny Tolbert

By When/Frequency:

Weekly

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

Phase Three (Tier 2 Support) is provided once a student has five (5) cumulative days of unexcused absences within a thirty (30) day period. Tier 2 support will involve the school social worker adding the student to the Attendance Intervention Team (AI) for monitoring. The school social worker will

develop a Student Attendance Contract as part of this tier. After eight (8) cumulative days of unexcused absences within a ninety (90) day period certified letters will be generated and mailed to parents.

Action Step #3

Refer students to the district Truancy Compliance Officer for intervention review and a required, in-person parent conference.

Person Monitoring:

Destiny Tolbert

By When/Frequency:

Weekly

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

Phase Four (Tier 3 Support) is provided once a student has ten (10) unexcused absences within a 90-day period. The student's truancy packet will be referred to the district's Truancy Compliance Officer. Students may also receive a grade lock of 45% and may be subject to suspension from extra-curricular activities until improved attendance is documented.

Action Step #4

Refer student and parent(s) to local judicial resources, refer families to outside agencies for services, and/or petition for the suspension of temporary cash assistance,

Person Monitoring:

Destiny Tolbert

By When/Frequency:

Weekly

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

Phase Five (Tier 4 Support) is provided once a student has fifteen (15) unexcused absences in a 90-day period. Once this occurs, certified letters will be generated and sent to the parent with

Action Step #5

Recognize and celebrate students who have achieved perfect attendance following each grading period.

Person Monitoring:

Destiny Tolbert

By When/Frequency:

Quarterly

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

Students achieving perfect attendance for the quarter will be recognized with a perfect attendance certificate and ice cream social.

Action Step #6

Implement attendance challenges throughout the school year to promote and encourage attendance.

Person Monitoring:

Destiny Tolbert

By When/Frequency:

Monthly

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

Attendance challenges will be held each month where students will compete to increase the Average Daily Attendance (ADA). Attendance rates will be displayed in the front office and parent pick-up/drop-off so that families can view attendance rates by grade level. The attendance challenge will set a goal each month by grade level and a prize will be awarded to the winning grade level who increased their ADA the most.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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

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

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. 2. Binder in the front office
3. 3. Shared at our Title I Annual Meeting
4. 4. Shared during SAC meetings 3 times a year.

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

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 discuss 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, a PTA, and digital input forum that provides a forum for parents to voice their concerns, ideas, and suggestions for improving school policies and programs.
 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 and marquee: <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. (ESEA Section 1114(b)(7)(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, math, science, and social studies. Required instruction as outlined in statute, along with commemorations recognized by the Florida Department of Education is in place to provide a breadth and depth of content-area knowledge.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

Research indicates that for sustainable school improvement efforts, collective ownership is necessary. Through a distributive leadership model, our school can implement efficient and sustainable continuous improvement practices that will support the social, emotional, and academic development of all students. The grade-level teams will attend professional development throughout the school year provided by the leadership team. During School Advisory Council (SAC) meetings, the leadership team will collaborate with stakeholders to reflect on implementation and determine the next steps. Faculty, staff, and community stakeholders are surveyed at various times during the school year to collect feedback regarding our schoolwide program. Input from district departments such as Academic Services, Information Technology Services, Exceptional Student Education (ESE), and English to Speakers of Other Languages (ESOL) is solicited as well.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

We utilize a student referral form for teachers to complete on students that they are concerned about in academics, behavior, or mental health. Once the teacher fills in the form, our MTSS person routes the information to our school counselor or resource teacher who sets up a meeting to support the teacher with their area of student concern(s). Our counselor has school-based mental health services to meet with students identified as needing extra support. The school counselor also facilitates the use of character traits for each month to support students in character development and life skills.

Preparing for Postsecondary Opportunities and the Workforce

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

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. 1400 et seq. and ESEA 1114(b)(7)(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 meeting 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. (ESEA section 11149b)(7)(iii)(V)).

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. Additional support is provided by a state-level literacy director to provide embedded coaching in the areas of data analysis, core instruction, and intervention.

Strategies to Assist Preschool Children

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

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 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 (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

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

The administrative team reviews the use of resources that are supported by funding sources inclusive of general funds and, when available, those funds dedicated to school improvement activities. The process to determine funding allocations focuses on both student and staff instructional capacity and the needs of the instructional staff. Once deficiencies are identified, the team develops plans to address the needs.

Specifics to Address the Need

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

Based on student performance data and the comprehensive needs assessment following the analysis of 2023-24 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. iReady Online Instruction (ELA and math)
2. iReady Teacher Toolbox (ELA and math)
3. Florida B.E.S.T. Workbooks (ELA and math)
4. Magnetic Reading

Resources and available funding are shared during School Advisory Council (SAC) meetings. Teachers and staff are also informally polled to use the funds to cover instructional needs. The decision to use the funds will be fluid and work alongside initiatives and changes in needs and expected outcomes of our action steps.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

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

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

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

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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 works collaboratively to create an environment that fosters academic and personal growth for all students in a high quality learning environment that is safe and that demonstrates appropriate social behavior.

B. School Leadership Team

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Pamela Jones

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

Christopher Germany

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

Doris Hinson

Position Title

Reading Coach

Job Duties and Responsibilities

The instructional coach works closely with teachers to provide best practices in teaching and learning. She looks at data and assists with progress monitoring.

Leadership Team Member #4

Employee's Name

Lauren House

Position Title

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

Olivia Jeffery

Position Title

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

Kyshada Walker

Position Title

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

Position Title

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

Position Title

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

Position Title

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

Whitney Branch

Position Title

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

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

Robert Harris

Position Title

School Counselor

Job Duties and Responsibilities

The School Counselor collaborates with staff, parents, and the district to support behaviors and academics for students. He provides guidance and spearhead interventions to support tiers of

students.

Leadership Team Member #13

Employee's Name

Veronica Bouie

Position Title

Paraprofessional

Job Duties and Responsibilities

The Paraprofessionals' role is to provide support to the teacher with academics to the classroom students. She helps to drive the vision/mission of the school.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

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

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

Our leadership team is composed of teacher leaders and representatives from each grade level, school administration, school support staff and parents. Parents are involved in the process by offering their feedback through surveys. In addition, they provide input during parent meetings. Community members visit our school to see how they can assist. They offer input by providing services and supplies to assist our students and teachers. Information about the SIP is shared at all parent meetings, as well as posted across the campus and shared during parent conferences.

SIP Monitoring

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

Stewart Street Elementary School will review data frequently to decide weaknesses and strengths of the students and to make instructional adjustments. Data will come from STAR Early Literacy, STAR Reading, STAR Math, FAST ELA, FAST Math, and Science. Teachers will meet weekly to disaggregate the data in reading, math, and science (when applicable). PM data will be reviewed immediately after test completions. In addition, our district will monitor the progress of our students on a monthly basis. Data will be collected and adjustments to instruction (or staff when necessary) will be made.

D. Demographic Data

2024-25 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
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	96.4%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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 <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: C 2022-23: F* 2021-22: D 2020-21: 2019-20:

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	35	38	37	38	29	25				202
One or more suspensions	3	6	8	14	30	30				91
Course failure in English Language Arts (ELA)	5	18	28	26	13	13				103
Course failure in Math	9	11	20	22	17	5				84
Level 1 on statewide ELA assessment	8	14	28	27	23	30				130
Level 1 on statewide Math assessment	3	4	12	26	24	37				106
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	5	13	18	27						63
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	9	9	13	23	17					71

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	23	33	43	37	29	39				204

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	4	9	11	18	5	0				47
Students retained two or more times	0	0	0	1	3	7				11

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

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

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Absent 10% or more school days										0
One or more suspensions										0
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
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

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

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

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Students with two or more indicators										0

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

The number of students retained:

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

2. Grades 9-12 (optional)

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

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

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

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	27	30	57	18	24	53	24	27	56
ELA Grade 3 Achievement **	42	36	58	23	29	53			
ELA Learning Gains	45	52	60				36		
ELA Learning Gains Lowest 25%	54	64	57				38		
Math Achievement *	30	39	62	21	37	59	23	36	50
Math Learning Gains	57	57	62				56		
Math Learning Gains Lowest 25%	79	63	52				52		
Science Achievement *	7	8	57	20	26	54	19	32	59
Social Studies Achievement *								54	64
Graduation Rate								27	50
Middle School Acceleration								62	52
College and Career Readiness									80
ELP Progress	52	61		59	59		45		

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

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	43%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	341
Total Components for the FPPI	8
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
43%	21%	37%	23%		52%	55%

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

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	28%	Yes	3	1
Black/African American Students	42%	No		
Hispanic Students	33%	Yes	1	
Economically Disadvantaged Students	42%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	34%	Yes	2	
Black/African American Students	20%	Yes	2	1
Economically Disadvantaged Students	21%	Yes	2	1

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	40%	Yes	1	
English Language Learners	45%	No		
Native American Students				
Asian Students				
Black/African American Students	35%	Yes	1	
Hispanic Students	26%	Yes	1	1
Multiracial Students				
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	35%	Yes	1	

D. Accountability Components by Subgroup

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

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%					

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	18%	23%			21%			20%					
Students With Disabilities	28%	25%			32%			50%					
Black/African American Students	17%	21%			21%			22%					
Economically Disadvantaged Students	18%	24%			21%			20%					

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	24%		36%	38%	23%	56%	52%	19%					45%
Students With Disabilities	39%		35%	23%	43%	67%	40%	33%					
English Language Learners													45%
Native American Students													
Asian Students													
Black/African American Students	25%		37%	41%	22%	54%	50%	19%					
Hispanic Students	0%				33%								45%
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	25%		36%	38%	23%	55%	52%	19%					

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.

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	41%	37%	4%	55%	-14%
Ela	4	24%	28%	-4%	53%	-29%
Ela	5	10%	22%	-12%	55%	-45%
Math	3	39%	46%	-7%	60%	-21%
Math	4	18%	33%	-15%	58%	-40%
Math	5	23%	28%	-5%	56%	-33%
Science	5	6%	16%	-10%	53%	-47%

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 most improvement came from ELA proficiency and Math proficiency at 9% points each. Our overall ELA proficiency in grades 3-5 the school year of 2022-2023 was 18%. During the 2023-2024 SY, we improved to 27%. Our 3rd grade proficiency 2023-2024 was 42% alone, improving 20% points. During the 2022-2023 SY, only 22% scored proficient.

Math proficiency rose from 21% overall to 30%. Our 3rd grade students showed the most amount of growth, improving from 17% proficient to 39%.

To help with these improvements, our school used human resources to support our students who were targeted for learning gains and those targeted for proficiency. We pushed in to classes to work with small groups of targeted students. The Assistant Principal also pulled out a targeted group of students daily to work with them on math skills. In addition, students were consistently exposed to test-like items during their daily instructions.

Lowest Performance

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

Our Science scores were the lowest for the 3rd consecutive year. We scored 7% proficiency in this area. During the 2022-2023 SY, we only had 2% of our students proficient.

Some contributing factors include: no prior science instruction in previous grades, not utilizing the science specifications to properly prepare relevant instruction that will address what students will test on, and minimum science vocabulary instruction.

Greatest Decline

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

There was no specific area that showed a decline from the previous year. However, our 5th grade ELA scores have shown significantly slow growth. During the 2022-2023 SY, only 4% of the students

were proficient as oppose to 10% during the 2023-2024 SY.

Some factors that contributed to the low performance include: not teaching to the rigor of the standard, too many students who struggled with foundational skills- hindering comprehension, and partial implementation of a structured reading intervention program.

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.

Science showed the greatest gap of 47% deficit when compared to the state's average of 53%. Some contributing factors include: no prior science instruction in previous grades, not utilizing the science specifications to properly prepare relevant instruction that will address what students will test on, and minimum science vocabulary instruction.

Our school focuses on science instruction once students enters the 5th grade. Because the science item specification document was not used consistently in PLC, the teacher was unaware that some of the items assessed also include prior grade benchmarks. Due to that, instruction was lacking and included components that were not tested. Lastly, vocabulary instruction was not systematically embedded in the instructional framework for science. Therefore, students struggled because they did not have any working knowledge of the complex terminology for science.

EWS Areas of Concern

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

Attendance is a huge area of concern. Collectively in grades k-5, 49.31% of our students were "chronically" absent last year, missing at least 18 days out of school. The large number of absences impacts learning negatively because every day of instruction an already struggling child misses, adds to the gaps or holes in learning.

Highest Priorities

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

1. Increase ELA proficiency by 10% in all grades.
2. Increase Math proficiency by 10% in all grades.
3. Increase Science proficiency to 41% in 5th grade.
4. Increase learning gains in ELA and Math by 10%.
5. Decrease the number of chronically absent students by 30%.

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

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

Area of Focus #1

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

After closely looking at school wide data, we noticed that our 3rd & 4th grade students collectively were 22% below the state average in ELA. Grade 3 students were 14% below the state's average. Grade 4 students were 29% below the state.

Student's learning is affected because their deficiencies are evident on assessments like these where they have to demonstrate their ability to read fluently and comprehend. We have noticed for years that a number of our students are lacking the foundational skills necessary to read a text and answer questions related to that reading.

During the 2022-2023 SY, 3rd grade proficiency was 24% below the state's average. As this group of students moved to 4th grade this past year, they increased that gap to 29%. During the 2022-2023 SY, 4th grade proficiency was 45% below the state's average. As 5th graders this past year, the gap remained the same of 45% below the state's average.

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 2024-2025 SY, grades 3-5 students will increase proficiency by 22% to bring us within 10% of the state's average on the FAST Reading assessment.

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.

Benchmark aligned instruction will be the key to making this improvement. Teachers will provide a rigorous and relevant lesson daily to ensure students are receiving 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 tiers of students.
2. Develop a timeline to teach the standards.
3. Construct lesson plans to meet the needs of students.
4. Provide frequent assessment.
5. Provide tutorials for students through teacher-led small groups.
6. Provide enrichment opportunities to all students.
7. Maintain the knowledge by reinforcing the skills taught via rewind centers.
8. Monitor the progress.

Person responsible for monitoring outcome

Pamela Jones

Evidence-based Intervention:

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

Description of Intervention #1:

Amira intelligent tutor program will be used to address oral reading fluency by identifying strengths and weaknesses.

Rationale:

Our students are struggle with fluency, which hinders the comprehension process.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Amira Reading Intervention

Person Monitoring:

Pamela Jones

By When/Frequency:

Weekly

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

1. Provide professional development to teachers on using the Amira program. 2. Teachers will implement the program by providing 20-25 minutes per day for students to work on Amira. 3. Weekly reports will be monitored to check student growth.

Area of Focus #2

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

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

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

For the past 3 years, our science scores have been consistently low. During the 2023-2024 SY, only 7% of our students scored a level 3 or above. The previous school year, 2% of our 5th graders demonstrated satisfactory. The percent was slightly higher at 19% the year prior to that. We have been on an up and down slope, but at the low end of the scale in this area.

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 2024-2025 SY, 41% of 5th grade students will score a level 3 or higher on the EOY Science assessment as oppose to 7% the previous 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.

Benchmark aligned instruction will be the key to making this improvement. Teachers will provide a rigorous and relevant lesson daily to ensure students are receiving instruction on their grade level. The teacher will plan weekly using the benchmark item specifications as a catalyst to drive instruction. Our school will employ the **PLAN-DO-CHECK-ACT** cycle to monitor this goal:

1. Disaggregate data and determine tiers of students.
2. Develop a timeline to teach the standards.
3. Construct lesson plans to meet the needs of students.
4. Provide frequent assessment.
5. Provide tutorials for students through teacher-led small groups.
6. Provide enrichment opportunities to all students.
7. Maintain the knowledge by reinforcing the skills taught via rewind centers.
8. Monitor the progress.

Person responsible for monitoring outcome

Christopher Germany

Evidence-based Intervention:

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

Description of Intervention #1:

Students will begin to receive explicit science instruction in prior grades to address the gaps experienced in 5th grade. In addition, we will: 1. Hire a science interventionist to support Science proficiency. 2. Host a science Fair each semester. 3. Collaborate during weekly PLCs. 4. Take science related field trips. 5. Ensure students engage daily in science related activities. 6. Provide professional learning opportunities for staff to gain insight on science instruction on a state and national level.

Rationale:

The human resources will assist the teacher with small group instruction. Field trips and activities will allow science to become relevant for students. Th collaboration and professional learning opportunities will help teachers to enhance their pedagogy.

Tier of Evidence-based Intervention:

Tier 4 – Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Hire a Math/Science Interventionist.

Person Monitoring:

Pamela Jones

By When/Frequency:

August 31, 2024

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

The school will hire an interventionist to assist the teachers with small group instruction. We will measure the effectiveness of having this additional resource by tracking the students test scores on weekly assessments.

Action Step #2

Schedule school-wide activities to promote science at the school.

Person Monitoring:

Christopher Germany

By When/Frequency:

Each semester

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

The school will host science fairs each semester so that students can create science projects for display. The projects will be judged and students will be recognized for their work.

Action Step #3

Take field trips based on the unit of study in science.

Person Monitoring:
Christopher Germany

By When/Frequency:
Nine weeks

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

Students will explore various locations to learn about the science that is being taught in the curriculum. Its effectiveness will be measured on local and state assessments.

Area of Focus #3

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

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

For the past three years, our students with disabilities federal index rating has declined. In the year of 2021-2022, students were almost on track at 40%. But in 2022-2023, they dropped to 34%. They further declined in 2023-2024 to 28% rating.

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 2024-2025 SY, Students With Disabilities (SWD) will increase their federal index rating from 28% to 41% as measured by the FAST Reading Assessment.

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 **Plan-Do-Check-Act** cycle will be used to monitor student performance on a weekly basis. Teachers will ensure the students have been identified and are receiving the accommodations stated on their IEP. In addition, the Resource Teacher will assist with providing additional assistance to the students.

Person responsible for monitoring outcome

Pamela Jones

Evidence-based Intervention:

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

Description of Intervention #1:

The Plan-Do-Check-Act model will implemented to ensure SWD students are progressing in inclusion classes.

Rationale:

The model will allow us to systematically monitor the progress our students are making and to make adjustments when necessary.

Tier of Evidence-based Intervention:

Tier 4 – Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Plan-Do-Check-Act

Person Monitoring:

Pamela Jones

By When/Frequency:

Weekly

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

The school will implement the model at the start of school and it will be on-going throughout the whole year.

IV. Positive Culture and 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.

Over the 2023-2024 SY, 202 of our k-5 students were chronically absent from school. This means that they missed over 10% of instruction based on them not attending school. That is 49.31% of students of them missed 18 days or more of school.

Measurable Outcome

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

By the end of the 2024-2025 SY, chronic absenteeism will decrease by 30% from the previous year of

49.31% 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.

The data entry person will pull reports weekly to monitor the number of students absent. The teachers will also monitor the attendance of their students.

Person responsible for monitoring outcome

Pamela Jones

Evidence-based Intervention:

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

Description of Intervention #1:

Positive Action- Attendance program is a whole-school reform strategy designed to improve social-emotional, attendance, and achievement outcomes by building school climate, self-control, goal-setting, problem-solving, persistence, and other skills.

Rationale:

The structured discussions and activities, games, and role plays will help students and parents to decrease absenteeism.

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 #1

Positive Action- Attendance Program

Person Monitoring:

Pamela Jones

By When/Frequency:

Weekly

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

1. Purchase the Positive Action- Attendance Program.
2. Provide training to staff on program usage.
3. Send correspondences to parents on program Implementation.
4. Implement the program with students.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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

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

Stewart Street Elementary will host a number of parent meetings, including: Parent Expo, Parent Nights, SAC Meetings, and Title I Meeting. During these meetings, we will have a Q & A session to address needs or concerns regarding the SIP and UNISIG budget. The school's website will also be used to disseminate information. 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 and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

The school will utilize the Classroom Dojo to communicate and update parents on school happenings. We will also use the parent portal in FOCUS, as well as parent/teacher conferences to build positive relationships with parents and families. In addition, we will utilize our social media and school webpage platforms to keep the community abreast with school events, student needs, and their 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. (ESEA Section 1114(b)(7)ii))

Stewart Street Elementary will provide Morning Enrichment to students after breakfast, afternoon

tutoring and enrichment through our Mustang Academy After-school Program, and during school hours, students will be provided an intervention/enrichment block to assist with learning. Our Areas of Focus this year is in the ELA and Science. To that, we will provide additional Human Resources in the classes to assist the teacher with differentiated small groups.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

N/A

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

Stewart Street Elementary students work with the School Counselor, School Social Worker, Art Therapists, and Mental Health Specialist to improve Social and Emotional Skills. In addition, each teacher implements an SEL curriculum from their HMH basal. Lastly, the school will have mentors from the Boys & Girls Club, as well as Restoring Families. To add, students will have the opportunity to participate in cheer, safety patrol, step, and a sport. Because our students come from low socio-economic backgrounds, they are not exposed to any place outside of their hometown. We want our students to have worldly views by traveling on educational field trips to bring the lessons taught in class to life. Our students will engage in math night hosted at the grocery store to demonstrate their math skills learned in class.

Preparing for Postsecondary Opportunities and the Workforce

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

N/A

Addressing Problem Behavior and Early Intervening Services

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

During the 2024-2025 school year, Stewart Street Elementary School will implement the Positive Behavior Intervention & Support (PBIS) strategies to address problem behaviors. We will implement a tiered system that will address various types of behaviors for each tier. In addition, we will provide mental health services to address repeated behaviors.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit

and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

Stewart Street Elementary will host weekly Professional Learning Communities (PLC) for teachers to collaborate on teaching and learning. Monthly, we will host Professional Learning (PL) sessions with teachers and paraprofessionals. Some sessions will include: Differentiated Instruction, Classroom Management, IReady, Standard and Resource Alignment, Science of Reading, Teaching Writing, Explicit Instruction, Monitoring Learning. The school has also implemented a Literacy Leadership Team and a Math/Science Leadership Team to better service the needs of teachers and students. Monthly professional development sessions are scheduled by the district that are focused on instructional initiatives, effective curriculum implementation and safety.

Strategies to Assist Preschool Children

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

The school hosts a PreK Orientation for our preschool students at the beginning of the year. In addition, the Transitions Days are scheduled for students to tour the campus and meet the teachers. Lastly, our teachers conduct home visits.

Pre-K Teachers are teaching from the Ready to Advance curriculum. The curriculum is aligned with the state standards and emphasizes letter-sound recognition, site words, and counting. These foundational standards are essential to students' success as they matriculate into kindergarten.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

The process to review our school improvement funding allocations and resource allocations involved a meeting with the leadership team. The team discussed the areas of focus for the school year and decided how we are going to address these areas. During this time, we brainstormed resources that will help us to bring instruction "alive" for our students. We used professional experience, assessment data, as well as input from parents to help us with the final conclusions of our plan.

Our district allowed all school leadership teams to collaborate on the development of the school improvement plan and the resources allocated. We also conducted a resource audit to determine if the resources we have are being utilized, and if they are effective.

Specifics to Address the Need

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

Science classes will need resources to support science instruction. They include, but are not limited to: Math/Science Interventionist, lab equipment, science experiment supplies, professional learning opportunities for staff, field trip opportunities for students, and classroom supplies. ELA classes will need a Reading Interventionist, reading curriculum for after-school and before-school tutoring, field trips, novels, supplies for reading corners in the classrooms, supplies, and professional learning opportunities. Our SWD's will need tablets to assist them with learning needs, an interventionist or paraprofessional to assist in small groups, and accommodation items listed on IEPs. To address attendance, we will need display screens set up around campus to highlight attendance rates daily, provide parent nights to educate parents on the importance of attendance, display signs in the front of the campus to keep parents abreast of school hours, and staff and student incentives to motivate them to come to school. All resources will help increase learning, ultimately changing test scores.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

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

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

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

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of Havana Magnet School is to be accountable for providing a globally competitive education that empowers students to achieve academic and personal success in order to become responsible citizens in society.

Student Friendly- The mission of Havana Magnet School is to provide a rigorous learning environment where students feel safe to achieve academic and personal success.

Provide the school's vision statement

The vision of Havana Magnet School is to develop a legacy of young minds who utilize their critical thinking skills to embrace academic challenges as an opportunity not an obstacle, and to embrace cultural diversity as equality not inequality. Students will become self-driven learners and active participants in society by taking personal ownership of their academic journey. Learning at Havana Magnet School will reach outside its walls so that students develop a global perspective of their future role in protecting and improving the world in which they live.

Student 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

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

Thelma Hickman

Position Title

Principal

Job Duties and Responsibilities

Serves as the instructional leader of the school, establishing a clear vision for the staff and all stakeholders. Guides and observes teachers in using data-driven decision-making to ensure that all students meet or exceed expectations. Regularly meets with teachers to monitor the progress of students in Tiers 1, 2, and 3, and provides support in adapting instructional strategies based on data to address the individual needs of each student.

Oversees and manages all aspects of the school, with a commitment to ensuring equitable instruction for all students. Prioritizes increasing academic achievement across all content areas and closing achievement gaps. Focuses on building teacher capacity to meet diverse student needs while fostering strong relationships with the community, parents, and business partners to support HMS initiatives.

Leadership Team Member #2

Employee's Name

Sandra Riggins

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

Deborah Dickey

Position Title

Assisitant 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

Victoria Harden

Position Title

Kindergarten 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

Jada Brannon

Position Title

1st Grade 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

Karen Weaver

Position Title

2nd Grade 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

Nave' Vickers

Position Title

3rd 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**

Ashlee Uchebo

Position Title

3rd Grade 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

Meishikia Pringle

Position Title

4th Grade 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

Timuna Mattis

Position Title

5th Grade 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

Sabrina Allen

Position Title

6th Grade 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

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- **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

Keshandra Highman

Position Title

7th Grade 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 #13

Employee's Name

Tanya Jones Wilborn

Position Title

8th Grade 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 #14

Employee's Name

Marshall Williams

Position Title

ESE Resource 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 #15

Employee's Name

Rebecca Horn

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, and ensuring 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 #16

Employee's Name

Gloria Fuller

Position Title

School 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.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

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

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

The development of the School Improvement Plan (SIP) will be a collaborative effort involving the school principal, assistant principals, instructional coach, team leaders, parents, and Student Government officers, as well as community school partners who will also participate on this team. To ensure that the SIP reflects the needs and priorities of the school community, data from year-end surveys completed by parents, teachers, and students will be used to inform the goal-setting process. Regular meetings will be scheduled and included on the school calendar, with invitations sent out at least seven days in advance to ensure ample preparation time.

Family and stakeholder engagement is essential for the success of a schoolwide program. A diverse group of family and parent leaders, including those representing English language learners, will contribute to the development of the schoolwide plan. These leaders will help by offering or connecting other families to training opportunities that aim to enhance the instructional program and improve the academic achievement of all students. The school will adjust the schoolwide plan as needed, based on the valuable input provided by these families and parents.

Havana Magnet School (HMS) strongly believes that parental involvement is crucial in making decisions related to Title I programs. The School Advisory Council (SAC) plays a key role in developing, implementing, and evaluating the School Improvement Plan and Parental Involvement Plan. HMS is committed to ensuring that parents are systematically and consistently involved through various communication channels, such as:

- Home-to-school and school-to-home communication in multiple languages
- Flyers and newsletters
- HMS Parent and Guardian Remind messages
- The school website, email, and social media posts
- Platforms like Class Dojo, Clever, Classroom Remind, and Focus

Parents and families have an active role in the planning, review, and improvement of Title I programs. This includes participating in decision-making processes regarding the allocation of Title I funds.

Parents can get involved by:

- Attending School Advisory Council (SAC) meetings, Parent Expo meetings, and the Annual Title I Meeting

- Participating in capacity-building activities for parent and family engagement
- Reviewing academic data and progress monitoring assessments, as well as the previous year's Parent and Family Engagement Plan

Additionally, parents and families can share their insights by completing surveys. Community members are also encouraged to visit the school to explore how they can contribute. Our community partners offer their support by providing services and supplies that benefit our students.

This collaborative approach ensures that the SIP and Title I programs are not only reflective of the needs of the school community but are also continuously improved through active and meaningful engagement from parents, families, and community members.

SIP Monitoring

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

Havana Magnet School (HMS) is committed to actively involving parents in the review process of the Schoolwide Improvement Plan (SIP). To ensure transparency and accessibility, HMS will make the SIP available to parents by posting it on the school's website and Facebook page, as well as displaying it in the front lobby of the school. This allows parents to easily access and review the plan, providing them with the opportunity to understand the school's goals and strategies for improvement.

To continuously assess and enhance instructional practices, HMS regularly reviews student

performance data to identify areas of strength and weakness. The data used in this review process comes from various assessments, including STAR Early Literacy, STAR Reading, STAR Math, FAST ELA, FAST Math, and Science assessments. Teachers meet on a weekly basis to disaggregate this data, focusing on student performance in reading, math, and science (when applicable). This data-driven approach allows teachers to pinpoint specific areas where students may be struggling and make necessary instructional adjustments to address these challenges.

Furthermore, after each progress monitoring (PM) test, the data is reviewed immediately to make timely decisions about instruction. The district also plays a role in supporting this process by monitoring student progress on a monthly basis. This frequent and thorough review of data ensures that HMS can make informed decisions not only about instructional practices but also about staffing adjustments if needed, to better support student achievement.

Through these efforts, HMS ensures that instructional strategies are continuously refined to meet the needs of students, while also keeping parents informed and involved in the ongoing process of school improvement.

D. Demographic Data

2024-25 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
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	95.7%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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 <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: C 2022-23: C* 2021-22: D 2020-21: 2019-20:

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	28	27	25	21	25	16	9	13	13	177
One or more suspensions	6	6	10	7	17	3	13	5	7	74
Course failure in English Language Arts (ELA)	1	8	11	20	22	18	24	1	10	115
Course failure in Math	2	7	8	9	10	10	25	8	1	80
Level 1 on statewide ELA assessment	2	12	25	32	19	12	22	10	7	141
Level 1 on statewide Math assessment	2	20	14	28	16	13	17	8	8	126
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	0	1						3
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 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	8	19	23	29	28	18	28	14	13	180

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2	2	2	10	7	0	1	2	0	26
Students retained two or more times	0	0	0	3	5	2	3	1	1	15

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	20	22	25	12	20	10	14	9	15	147
One or more suspensions	9	5	2	6	14	19	24	23	19	121
Course failure in ELA	4	5	2	6	14	19	24	23	19	116
Course failure in Math	7	2	15	7	3	19	7	6	5	71
Level 1 on statewide ELA assessment				31	20	18	23	25	13	130
Level 1 on statewide Math assessment				11	22	26	29	15	11	114
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)			2	27						29

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	8	6	14	20	28	26	31	26	18	177

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

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	4		4	11	1	6	2	1	3	32
Students retained two or more times				2	2	1	1	4	2	12

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

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

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

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	39	32	58	30	32	53	28	33	55
ELA Grade 3 Achievement **	30	45	59	25	47	56			
ELA Learning Gains	61	46	59				37		
ELA Learning Gains Lowest 25%	62	49	54				31		
Math Achievement *	45	37	59	37	33	55	35	39	42
Math Learning Gains	62	50	61				39		
Math Learning Gains Lowest 25%	62	55	56				45		
Science Achievement *	23	21	54	23	20	52	35	33	54
Social Studies Achievement *	65	45	72	26	38	68	46	43	59
Graduation Rate		63	71		70	74		27	50
Middle School Acceleration	34	48	71	65	56	70	55	46	51
College and Career Readiness		89	54		69	53		58	70
ELP Progress	64	57	59	36	50	55	60	59	70

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

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	50%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	547
Total Components for the FPPI	11
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
50%	36%	41%	41%		62%	59%

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

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	30%	Yes	3	2
English Language Learners	52%	No		
Black/African American Students	46%	No		
Hispanic Students	55%	No		
White Students	47%	No		
Economically Disadvantaged Students	49%	No		
2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	21%	Yes	2	1

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
English Language Learners	36%	Yes	2	
Black/African American Students	30%	Yes	2	1
Hispanic Students	42%	No		
White Students	26%	Yes	1	1
Economically Disadvantaged Students	36%	Yes	2	

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	33%	Yes	1	
English Language Learners	38%	Yes	1	
Native American Students				

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Asian Students				
Black/African American Students	34%	Yes	1	
Hispanic Students	42%	No		
Multiracial Students				
Pacific Islander Students				
White Students	49%	No		
Economically Disadvantaged Students	38%	Yes	1	

D. Accountability Components by Subgroup

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

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%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	30%	25%			37%			23%	26%	65%			36%
Students With Disabilities	15%				25%			23%					
English Language Learners	30%				48%			18%					46%
Black/African American Students	29%	29%			34%			21%	13%	54%			
Hispanic Students	36%				47%			25%	58%				
White Students	13%				38%								
Economically Disadvantaged Students	30%	27%			37%			18%	27%	61%			55%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	28%		37%	31%	35%	39%	45%	35%	46%	55%			60%
Students With Disabilities	21%		32%	30%	26%	41%	47%	33%					
English Language Learners	18%		40%		41%	24%		42%					60%
Native American Students													
Asian Students													
Black/African American Students	27%		35%	31%	29%	37%	38%	26%	45%	40%			
Hispanic Students	30%		38%		46%	40%		55%					
Multiracial Students													
Pacific Islander Students													
White Students	39%		45%		58%	53%							
Economically Disadvantaged Students	27%		36%	32%	35%	38%	44%	35%	42%	57%			

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.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	30%	37%	-7%	55%	-25%
Ela	4	33%	28%	5%	53%	-20%
Ela	5	27%	22%	5%	55%	-28%
Ela	6	48%	27%	21%	54%	-6%
Ela	7	55%	31%	24%	50%	5%
Ela	8	43%	33%	10%	51%	-8%
Math	3	28%	46%	-18%	60%	-32%
Math	4	43%	33%	10%	58%	-15%
Math	5	35%	28%	7%	56%	-21%
Math	6	52%	28%	24%	56%	-4%
Math	7	67%	40%	27%	47%	20%
Math	8	33%	40%	-7%	54%	-21%
Science	5	21%	16%	5%	53%	-32%
Civics		67%	46%	21%	67%	0%
Biology		24%	41%	-17%	67%	-43%
Algebra		81%	26%	55%	50%	31%
Science	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?

The significant improvements in Algebra 1 End-of-Course (EOC) exams and Civics can be attributed to a combination of strategic instructional practices, effective use of data, and targeted support for students. The factors contributing to this success are multi-faceted and highlight the importance of a well-rounded approach to teaching and learning.

1. Regular Data Chats:

- **Explanation:** Regular data chats between teachers, students, and administrators provided continuous feedback on student performance. These conversations allowed for timely identification of areas where students were struggling, leading to immediate instructional adjustments. This ongoing dialogue ensured that instruction remained responsive to student needs, which is crucial for improving outcomes in high-stakes subjects like Algebra 1 and Civics.

2. Use of Spiral Review:

- **Explanation:** Spiral review involved regularly revisiting previously taught concepts to reinforce learning and ensure retention. This strategy helped students retain critical knowledge over time, which is particularly important for cumulative subjects like math and Civics, where earlier concepts often serve as the foundation for more advanced topics.

3. Exit Tickets:

- **Explanation:** Exit tickets were used as a quick formative assessment tool at the end of lessons to gauge student understanding of the day's content. This immediate feedback allowed teachers to identify misconceptions and gaps in knowledge, which could be addressed in subsequent lessons. This strategy ensured that students were continually building on a solid understanding of the material.

4. Teacher Retention:

- **Explanation:** High teacher retention rates contributed to consistency in instruction and the development of strong teacher-student relationships. Experienced teachers, who were familiar with the curriculum and effective teaching strategies, were able to deliver high-quality instruction and mentor less experienced colleagues. This stability is critical for maintaining and improving student achievement.

5. Collaborative Planning in Content Areas:

- **Explanation:** Collaborative planning sessions within content areas allowed teachers to share best practices, align their instruction to standards, and develop cohesive lesson plans. These sessions, often conducted during Professional Learning Communities (PLCs), facilitated the exchange of ideas and strategies that directly impacted student learning.

6. Tracking Data/Data Analysis:

- **Explanation:** Regular tracking of student data and thorough data analysis enabled teachers to identify trends and patterns in student performance. This data-driven approach allowed for targeted interventions, ensuring that instruction was tailored to meet the specific needs of students, particularly those at risk of falling behind.

7. Targeted Instruction:

- **Explanation:** Targeted instruction involved differentiating lessons based on student data to address individual learning needs. This approach was especially effective for students who needed additional support in mastering key concepts, contributing to the overall improvement in proficiency rates for Algebra 1 and Civics.

8. Using Data to Drive Instruction:

- **Explanation:** Data-driven instruction allowed teachers to make informed decisions about how to adjust their teaching methods to better meet the needs of their students. By continuously analyzing student performance data, teachers were able to implement strategies that directly addressed areas of weakness, leading to improved outcomes.

9. Regular Progress Monitoring/Data Chats with Students:

- **Explanation:** Regular progress monitoring and data chats with students helped keep them aware of their own learning progress. This process empowered students to take ownership of their learning and motivated them to improve, as they could see the direct impact of their efforts.

10. Block Scheduling for Middle School:

- **Explanation:** The use of block scheduling provided extended periods for instruction, allowing for deeper exploration of content and more time for practice and reinforcement. This structure was particularly beneficial in subjects like Algebra 1 and Civics, where students often need additional time to fully grasp complex concepts.

Additional Contributing Factors:

- **Experienced Teachers and Collaboration:** The presence of experienced teachers who demonstrated effective teaching practices and collaborated during PLCs significantly contributed to student success. Their ability to share best practices and analyze data led to more effective instructional strategies.
- **Targeted Small Group Instruction:** The provision of small group instruction, particularly for struggling students, ensured that those who needed the most help received focused, personalized support. This targeted approach, supported by both classroom teachers and additional staff, addressed specific student weaknesses and reinforced essential content.

- **Utilization of Human Resources:** The strategic use of human resources, such as Assistant Principals and ETO staff, to provide in-class and pull-out support for targeted students was crucial. These efforts ensured that students identified for learning gains received the additional help they needed to succeed.
- **Exposure to Test-Like Items:** Regular exposure to test-like items during daily instruction helped students become familiar with the format and expectations of standardized assessments. This practice reduced test anxiety and better prepared students for the actual exams.

Action Steps and Evidence-Based Interventions:

- **Continued Use of Data-Driven Instruction:** Teachers will continue to use student performance data to inform instructional decisions, ensuring that lessons are tailored to meet individual student needs.
- **Expansion of Collaborative Planning:** PLCs will remain a key component of the school's strategy, with a focus on sharing best practices, aligning instruction to benchmarks, and continuous data analysis.
- **Increase in Targeted Small Group Instruction:** The school will maintain and expand its targeted small group instruction, providing additional support for students who are identified as needing further assistance.

Monitoring and Measurable Outcomes:

- **Ongoing Data Analysis:** Student performance data will be continuously analyzed to track progress and make necessary instructional adjustments. Regular progress monitoring will be conducted, with a focus on maintaining or increasing proficiency rates.
- **Targeted Teacher Support:** Teachers will receive ongoing support through observations, coaching, and professional development to ensure that they are equipped to implement effective instructional strategies.

Conclusion:

The improvement in Algebra 1 and Civics proficiency rates was the result of a comprehensive, data-driven approach to instruction, supported by experienced teachers, effective collaboration, targeted small group instruction, and strategic use of resources. By continuing to implement and refine these strategies, the school aims to sustain and further improve student achievement in these critical areas.

Lowest Performance

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

Havana Magnet School (HMS) has seen a decline in performance on state assessments since 2018, with notable decreases in student achievement in both Science and Math. This decline is evident in the data, where Science scores dropped from 45% proficiency in 2018 to 23% in both 2023 and 2024. Math proficiency has also declined from 69% in 2018 and 2019 to 45% in 2024. These trends highlight critical areas for improvement and suggest that targeted interventions are necessary to reverse this downward trajectory.

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 2024, only 23% of students achieved proficiency in Science, a significant decrease from 52% in 2019. 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.

2. Decline in Math Achievement:

- **Explanation:** Math proficiency has also seen a significant decline, with scores dropping from 69% in 2018 and 2019 to 45% in 2024. This decline indicates a need for stronger math instruction and targeted support for students struggling with math concepts.

3. Reading Challenges in Lower Grades:

- **Explanation:** The data reveals that students in the third and fourth grades are particularly struggling with reading, especially in vocabulary and informational text comprehension. For example, in the 2022-2023 iReady subtests, 60% of third graders and 42% of fourth graders were below grade level in vocabulary, while 68% of third graders and 56% of fourth graders were below grade level in reading informational

passages. Additionally, 2022-2023 FAST (PM3) results show that a large percentage of students across all grades scored below proficiency in ELA.

- **Vocabulary Deficits:** A significant number of students lack the necessary vocabulary skills, which is essential for reading comprehension and overall academic success.
- **Difficulty with Informational Text:** Students also struggle with reading and understanding informational texts, which are a significant component of the ELA curriculum and state assessments.

4. Attendance Issues:

- **Explanation:** Poor attendance has emerged as a major factor affecting student achievement across all grade levels and subgroups. The data from 2021-2022 indicates that HMS had 13,655 occurrences of unexcused absences. Poor attendance has a direct impact on students' academic performance in reading and math, as well as on their social-emotional development.
 - **Impact on Learning:** Frequent absences lead to missed instructional time, which hampers students' ability to keep up with the curriculum and perform well on assessments.
 - **Social-Emotional Impact:** Poor attendance also affects students' social-emotional skills, which are essential for coping with school challenges and engaging in the learning process.

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 40% by the end of the 2024-2025 school year.

2. Improving Math Instruction:

- **Action Step:** Provide targeted math interventions for students who are below grade level, focusing on foundational math skills. Utilize spiral review and regular progress monitoring to ensure continuous improvement.
- **Monitoring:** Use formative and summative assessments to track student progress and make necessary adjustments to instruction.
- **Measurable Outcome:** Increase Math proficiency to 55% by the end of the 2024-2025 school year.

3. 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.
- **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 2024-2025 school year.

4. Improving Attendance:

- **Action Step:** Implement an attendance improvement program that includes regular monitoring of student attendance, outreach to families of frequently absent students, and interventions to address barriers to attendance.
- **Monitoring:** Track attendance data weekly and provide targeted interventions for students with high absenteeism.
- **Measurable Outcome:** Reduce the number of unexcused absences by 20% by the end of the 2024-2025 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 state assessment data for Havana Magnet School (HMS) from 2021 to 2024 shows a concerning trend in Science proficiency, with only 32% of students achieving proficiency in 2021-2022, and a decline to 23% in both 2022-2023 and 2023-2024. This consistent underperformance indicates several underlying issues that need to be addressed to improve student outcomes.

Contributing Factors to Low Science Proficiency:

1. Lack of Prior Knowledge:

- **Explanation:** Students enter Science classes with insufficient background knowledge, which is essential for understanding more complex scientific concepts. This lack of foundational knowledge hinders their ability to grasp new content, leading to lower proficiency scores. Addressing this gap requires early intervention and a stronger emphasis on building foundational science knowledge in earlier grades.

2. Vocabulary and Reading Comprehension Skills:

- **Explanation:** Science requires a strong grasp of subject-specific vocabulary and the ability to comprehend complex texts. The data suggests that students at HMS are struggling in these areas, which directly impacts their ability to understand and answer questions on the state assessments. Improving vocabulary and reading comprehension, particularly in scientific contexts, is critical to enhancing student performance.

3. Teacher Capacity:

- **Explanation:** The effectiveness of science instruction is closely tied to teacher capacity—meaning their knowledge, skills, and ability to deliver rigorous, standards-based instruction. The data indicates that there may be gaps in teacher preparation or professional development that are affecting the quality of science instruction. Strengthening teacher capacity through targeted professional development, coaching, and support is essential for improving student outcomes in Science.

Challenges in Social Studies and Key Subgroups:

1. Performance in Social Studies:

- **Explanation:** Although the data provided focuses on Science, it is noted that similar challenges are present in Social Studies. The lack of prior knowledge, vocabulary, and reading comprehension skills, along with inadequate teacher capacity, also contribute to students' struggles in this area. Addressing these issues in Science can have a positive impact on Social Studies performance as well, given the overlap in skills required for both subjects.

2. Need for Emphasis on Data Disaggregation:

- **Explanation:** HMS state assessment data highlights the need for a focused approach

on disaggregating data for key subgroups, including English Language Learners (ELL), African American students, Economically Disadvantaged students, and Students with Disabilities. These subgroups have been identified as underperforming, and several factors contribute to their low performance:

- **Not Teaching to the Rigor of the Standard:** Instruction that does not fully meet the required rigor of state standards fails to challenge students appropriately, leading to gaps in learning and lower assessment scores.
- **Struggles with Foundational Skills:** Many students within these subgroups struggle with foundational skills, which are essential for comprehension and overall academic success. Without a strong foundation, students find it difficult to engage with more advanced content.
- **Partial Implementation of Reading Interventions:** Incomplete or inconsistent implementation of structured reading intervention programs has left gaps in support for students who need it most. Ensuring full and consistent implementation of these programs is crucial for addressing these learning gaps.

Action Steps for Improvement:

1. Enhancing Teacher Capacity:

- **Action Step:** Provide ongoing professional development focused on science instruction, vocabulary development, and reading comprehension strategies. Include training on the use of data to inform instruction and ensure alignment with state standards.
- **Monitoring:** Regular observations and feedback sessions, as well as data analysis, will be used to monitor the effectiveness of these professional development initiatives.

2. Strengthening Vocabulary and Reading Comprehension:

- **Action Step:** Implement a school-wide initiative to improve vocabulary and reading comprehension skills, particularly in the context of Science and Social Studies. This may include the use of specific reading strategies, vocabulary instruction, and increased exposure to complex texts.
- **Monitoring:** Track student progress in vocabulary and reading comprehension through formative assessments and adjust instruction as needed.

3. Focused Support for Key Subgroups:

- **Action Step:** Disaggregate data for ELL students, African American students, Economically Disadvantaged students, and Students with Disabilities to identify specific areas of need. Provide targeted interventions, such as additional instructional support, tutoring, and structured reading programs, tailored to the needs of these subgroups.
- **Monitoring:** Regularly review data for these subgroups to assess the effectiveness of interventions and make necessary adjustments.

4. Ensuring Rigorous, Standards-Based Instruction:

- **Action Step:** Ensure that instruction is aligned with state standards and delivered at the appropriate level of rigor. This can be achieved through collaborative planning, instructional coaching, and the use of high-quality instructional materials.
- **Monitoring:** Conduct regular classroom walkthroughs and review lesson plans to ensure alignment with standards and instructional rigor.

Conclusion:

The decline in Science proficiency at HMS, coupled with challenges in Social Studies and underperformance among key subgroups, highlights the need for a strategic and targeted approach to improvement. By enhancing teacher capacity, strengthening foundational skills, and providing focused support for underperforming subgroups, HMS can begin to address these challenges and improve student outcomes across the board. Continuous monitoring and data analysis will be critical in ensuring the effectiveness of these interventions and making data-driven decisions to support student 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.

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 is a major issue at our school. Last year, a significant percentage of students in grades PreK-8 were classified as "chronically absent," meaning they missed at least 18 days of school. This high level of absenteeism has a negative effect on student learning, as each day of missed instruction further exacerbates the educational gaps for students who are already struggling.

After analyzing the Early Warning System (EWS) data from Part I, two key areas of concern have been identified: the high rate of chronic absenteeism and the large percentage of students facing difficulties in key academic subjects. Tackling these challenges will be essential for enhancing overall student achievement and improving educational outcomes

Highest Priorities

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

To ensure the sustainability of improvements at HMS, the focus will be on continuously developing teachers' skills in their respective content areas, which will enhance their knowledge base and instructional effectiveness. Professional Development (PD) will be tailored to address identified areas of need, ensuring that teachers receive the necessary support to excel in their roles. Additionally, students will be offered multiple opportunities for remediation and enrichment as needed, with targeted instruction provided through small groups and intervention programs.

To sustain these improvements, HMS plans to implement several key tools and practices, including process control boards, performance boards, standard work, and improvement huddles. These tools are designed to promote a culture of continuous improvement and ensure that successful strategies are consistently applied across the school.

Explanation of Key Tools and Practices:

1. Process Control and Performance Boards:

- **Explanation:** These boards serve as visual management tools to communicate improvement results and performance metrics to staff and leadership. They help ensure transparency and keep everyone informed about the progress being made towards school improvement goals.

2. Standard Work:

- **Explanation:** Standard work refers to documented best practices for specific tasks, providing a clear framework to ensure that effective practices are consistently applied. By having a standardized approach, HMS can maintain the quality of instruction and other processes, ensuring that improvements are sustained over time.

3. Improvement Huddles:

- **Explanation:** Improvement huddles are brief, frequent meetings where staff members come together to review performance, discuss quality improvement projects, and plan forward. These huddles encourage a culture of continuous improvement by allowing staff to regularly assess what's working, address challenges, and brainstorm solutions.

Agenda for Improvement Huddles:

The agenda for these huddles is designed to be concise yet comprehensive, ensuring that key topics are addressed efficiently:

1. Review Monthly or Quarterly Performance (1-2 minutes):

- **Explanation:** A quick review of long-term performance data helps the team stay focused on overarching goals and track progress over time.

2. Review Daily or Weekly Performance (1-2 minutes):

- **Explanation:** This allows for the monitoring of short-term progress and the ability to make timely adjustments to strategies as needed.
3. **Review Current Quality Improvement Projects and PDSA Cycles (1-2 minutes):**
 - **Explanation:** Discussing ongoing improvement initiatives and their progress ensures that projects stay on track and that any necessary modifications are made promptly.
 4. **Discuss Reasons for High or Low Performance (2 minutes):**
 - **Explanation:** Understanding the factors contributing to performance levels helps in identifying strengths to build on and areas that need attention.
 5. **Brainstorm Change Ideas to Sustain High Performance or Address Low Performance (2 minutes):**
 - **Explanation:** Collaborative brainstorming sessions enable the team to generate innovative solutions to sustain successes and overcome challenges.
 6. **Assign Responsibility for New Improvement Projects (1-2 minutes):**
 - **Explanation:** Clearly assigning tasks and responsibilities ensures that everyone knows their role in implementing new initiatives, including securing support from senior leadership to remove any barriers.

Targeted Improvement Goals:

1. **Increase ELA Proficiency by 10% in All Grades:**
 - **Explanation:** This goal aims to significantly boost student performance in English Language Arts, ensuring that more students reach or exceed proficiency levels.
2. **Increase Math Proficiency by 10% in All Grades:**
 - **Explanation:** A similar goal is set for Math, recognizing the need to enhance students' math skills across all grade levels.
3. **Increase Science Proficiency to 41% in 5th Grade, 8th Grade, and Biology:**
 - **Explanation:** This specific target addresses the need to improve Science outcomes, with a clear proficiency goal for key grades and subjects.
4. **Increase Learning Gains in ELA and Math by 10%:**
 - **Explanation:** This goal focuses on not just proficiency, but also on the growth students make in ELA and Math, ensuring that all students, including those who are struggling, make significant progress.
5. **Decrease the Number of Chronically Absent Students by 25%:**
 - **Explanation:** Recognizing the impact of attendance on academic success, this goal aims to reduce chronic absenteeism, thereby increasing students' access to instruction and learning opportunities.
6. **Decrease the Number of Teacher Absences by 20%:**
 - **Explanation:** Teacher presence is crucial for consistency in instruction and student learning. Reducing teacher absences will help maintain continuity and support a stable learning environment.

Conclusion:

By focusing on sustainable practices and setting clear, measurable goals, HMS is committed to improving student outcomes and overall school performance. The use of process control boards, performance boards, standard work, and improvement huddles will help embed a culture of continuous improvement within the school. Regular monitoring and targeted professional development will ensure that these initiatives are effectively implemented and that improvements are sustained over time.

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

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

Our primary goal is to give every student a demanding education that includes getting them ready for kindergarten, with a particular emphasis on literacy skills. We also address the division priority of making sure that students are prepared for college and the workforce. With rigorous standards-based instruction, we think that putting a strong emphasis on literacy skills and kindergarten readiness will help all of our students succeed.

FAST 2024 ELA Reading proficiency by grade levels are as follows:

Grade 3 - 36%, Grade 4 - 33%, Grade 5 - 27%, Grade 6 - 48%, Grade 7 - 55%, Grade 8 - 43%

FAST 2024 Mathematics proficiency by grade levels are as follows:

Grade 3 - 28%, Grade 4 - 43%, Grade 5 - 35%, Grade 6 - 52%, Grade 7 - 67%, Grade 8 - 33%

Our primary goal is to ensure that every student receives a challenging and comprehensive education, with a strong focus on preparing them for kindergarten, particularly in the area of literacy. This foundational literacy preparation is crucial, as it sets the stage for future academic success. In addition to kindergarten readiness, we are committed to aligning our instruction with rigorous, standards-based curricula that ensure students are not only meeting grade-level expectations but are also being prepared for college and the workforce.

Current proficiency levels in FAST 2024 ELA and Mathematics indicate areas where improvement is necessary, particularly in the lower grades where proficiency rates are significantly lower. To address these challenges, we must engage in thorough, benchmark-aligned planning and instructional delivery. Our approach will involve leveraging classroom walkthrough data and providing targeted coaching and support from school administrators and instructional coaches. This focused effort will ensure that standards are taught with the required level of rigor and that instructional methods are tailored to meet the diverse needs of all students, ultimately leading to improved student outcomes

across all grade levels.

SMART Goal:

By the end of the 2024-2025 school year, we will increase the percentage of students meeting or exceeding proficiency in ELA and Mathematics as measured by the FAST assessments by at least 10% across all grade levels. This will be achieved through rigorous, standards-based instruction with a particular emphasis on literacy and kindergarten readiness. Success will be supported by structured professional learning communities and comprehensive coaching to ensure that instruction is aligned with benchmarks and delivered with the necessary rigor. Progress will be monitored through quarterly data reviews and adjustments to instructional strategies as needed.

Classroom walkthrough data, and a lack of structures in professional learning communities/common planning point to the necessity for in-depth planning that concentrates on aligning education to benchmarks and clearly preparing the delivery methods of the benchmark aligned instruction. Comprehensive preparation will involve coaching at the school level from administrators and school coaches. This will guarantee that standards are taught at the degree of rigor required for each grade level and that instruction is tailored to ensure that all students achieve more.

Measurable Outcome

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.

Our objectives are to maintain or raise our Algebra 1 achievement score by 5% and to achieve 59% competency for ELA, Math, Science, and Civics overall.

59% or more of students will be proficient in math and English by June 2025, according to data from the state's FAST, EOC Civics, EOC Biology, SSA Science, iReady Math, iReady Reading, and Achieve 3000 assessments. 59% of prekindergarten pupils or more will be prepared for kindergarten by June 2025.

Our overarching objectives are focused on achieving and sustaining high levels of academic proficiency across critical subject areas, with targeted goals for both overall student achievement and specific content areas.

Algebra 1 Achievement:

We aim to either maintain or increase our Algebra 1 achievement score by 5% by the end of the 2024-2025 academic year. This goal reflects our commitment to ensuring that students not only meet but exceed current proficiency levels in this foundational subject, which is critical for success in advanced mathematics and related fields.

Overall Competency in Core Subjects:

Our objective is to achieve a minimum of 59% proficiency across key academic areas—English Language Arts (ELA), Mathematics, Science, and Civics—by June 2025. This goal is set based on

data from a comprehensive set of assessments, including the state's FAST assessments, End-of-Course (EOC) exams in Civics and Biology, the Statewide Science Assessment (SSA), as well as iReady Math and Reading assessments, and Achieve 3000.

Proficiency by Subject Area:

- **Math and English Language Arts (ELA):**

By June 2025, 59% or more of our students will demonstrate proficiency in both Math and English Language Arts, as measured by the state's FAST assessments, iReady assessments, and other relevant data sources. This objective underscores our commitment to foundational literacy and numeracy skills, which are critical for academic success across all grade levels.

- **Science and Civics:**

In addition to our focus on Math and ELA, we are also committed to achieving 59% proficiency in Science and Civics, as indicated by the EOC Biology and Civics exams and the SSA Science assessment. Mastery in these subjects is essential for developing well-rounded students who are prepared to engage as informed citizens and pursue further studies in STEM fields.

Kindergarten Readiness:

We also have a specific focus on early childhood education, with the goal of ensuring that 59% or more of our prekindergarten pupils are adequately prepared for kindergarten by June 2025. This preparation will be assessed using the state's kindergarten readiness metrics, ensuring that our youngest learners have the foundational skills necessary for success as they begin their educational journey.

Strategic Approaches to Achieve These Goals:

To achieve these objectives, we will implement a multi-faceted strategy that includes:

- **Rigorous Standards-Based Instruction:**

Ensuring that all instructional practices are aligned with state standards and delivered at the appropriate level of rigor across all grade levels and subject areas.

- **Data-Driven Decision Making:**

Regularly analyzing student performance data from assessments like FAST, EOC, SSA, iReady, and Achieve 3000 to identify areas of strength and areas needing targeted intervention.

- **Professional Development:**

Providing ongoing, targeted professional development for teachers and instructional staff, focusing on effective teaching strategies, data analysis, and instructional alignment with standards.

- **Early Intervention and Support:**

Offering targeted interventions and support, particularly in early grades and for students identified as at-risk, to ensure that all students have the opportunity to meet and exceed proficiency standards.

Through these concerted efforts, we are committed to improving student outcomes and ensuring that our students are well-prepared for the challenges of the next academic year and beyond.

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 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 SBT/BHP Process:**

The Student-Based Team (SBT) and Behavior Health Professional (BHP) 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:

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

Description of Intervention #1:

The administrative team's plan is focused on building the capacity of content teachers to identify at-risk students, implement acceleration strategies, and effectively utilize resources such as REL Southwest, IES National Center for Education Evaluation and Regional Assistance, and progress monitoring tools. This approach includes providing a clear rationale and definitions, exploring practical strategies, applying these strategies in the classroom, facilitating peer observations, and ongoing progress monitoring. Additionally, we will continue to emphasize the use of a variety of close reading and writing strategies across all classrooms to deepen students' understanding of grade-level Reading Benchmarks as outlined in the B.E.S.T. Standards. Teachers will receive training on the importance of reading texts multiple times for comprehension, detail, analysis, and understanding the text's purpose. During weekly after-school faculty meetings, we will cover specific topics related to close reading and writing strategies, including: Selecting challenging texts for students. Reading the entire text for overall meaning. Chunking text to enhance understanding. Developing text-dependent questions. Encouraging rereading for deeper comprehension. Facilitating discussions about the text. Writing analytically about the text. After each session, grade groups will be assigned activities to apply the discussed strategies. Once these activities are completed, grade groups will integrate close reading strategies into their lesson studies. Teachers will then implement these strategies during instruction, particularly in reading comprehension lessons. Observations of close reading strategies will be conducted, and feedback will be provided using the FCRR Walkthrough tool. PLC

(Professional Learning Community) topics will delve deeper into close reading strategies as needed, and close reading will be a central focus of Literacy Leadership Team meetings. These strategies will also be observed during content area classes, ensuring that all teachers participate in close reading workshops, complete follow-up activities, and apply the strategies before, during, and after planning. The plan also includes: Professional Learning Communities (PLCs): Facilitating collaborative planning and strategic professional development, with a focus on data analysis to enhance standards-based instruction. Instructional Coaching: Providing job-embedded professional development through modeling and support. Tiered Support and Response to Interventions (RTI): Ensuring early identification of students with learning and behavior needs and offering interventions with increasing intensity to accelerate their learning progress.

Rationale:

Administrators and resource personnel will regularly review student performance data to look for evidence of an increase in student achievement in literacy skills using data from assessments, writing prompts, and iReady. In addition, evidence of teacher implementation of literacy strategies and differentiated instruction will be collected using their lesson plans and classroom walk-throughs. Focused PLC -- what are we teaching, how are we teaching, how do we know if they learned it, what will we do if they didn't learn it. Adaptive technology allows students to learn at their level, filling in gaps, hitting standards, and enriching. With an ELL population of , we realize that students need scaffolds in all content utilizing ELL strategies. Instructional coaches will use student centered coaching with data based planning, pre-conferences, observations, post conferences, co-teaching, post-conference with data. The master schedule allows for grade level tiered support with an SBT/RtI Resource Teacher. This will be implemented schoolwide. Based on the reading proficiency across grade levels the impact is a part of what affect the proficiency levels in other areas. Reading is a skill that is needed in all content areas. The development of the reading content and staff/faculty B.E.S.T. benchmarks understanding, and instructional application will improve instruction delivery. This will serve to cross-pollinate the other content areas thus increasing engagement and understanding. Given the current reading proficiency levels across various grade levels, it is clear that literacy is a foundational skill that significantly impacts performance in all content areas. Reading is not only critical for English Language Arts but is also essential for understanding and engaging with content in subjects such as math, science, and social studies. By focusing on the development of reading skills and ensuring that staff and faculty have a deep understanding of the B.E.S.T. benchmarks, we can enhance instructional delivery across the board. This targeted improvement in reading instruction will positively influence other content areas, leading to increased student engagement, comprehension, and overall academic achievement. Administrators and resource personnel will systematically review student performance data to identify evidence of increased achievement in literacy skills. This will be accomplished by analyzing data from various assessments, writing prompts, and iReady diagnostics. Additionally, evidence of teachers' implementation of literacy strategies and differentiated instruction will be collected through the examination of lesson plans and observations during classroom walk-throughs. Focused Professional Learning Communities (PLCs) will address key instructional questions: "What are we teaching?", "How are we teaching it?", "How do we know if students have learned it?", and "What steps will we take if they haven't learned it?" These discussions will drive instructional improvement and ensure that teaching practices are aligned with student needs. The use of adaptive technology is another critical component, enabling students to learn at their own pace by addressing gaps, meeting standards, and offering enrichment opportunities. Recognizing our ELL population, we understand the necessity of incorporating scaffolding and ELL strategies across all content areas to support diverse learners. Instructional coaches will employ a student-centered coaching model, which includes data-driven planning, pre-conferences, classroom observations, post-conferences, co-teaching, and data-focused follow-ups. This approach will provide teachers with ongoing, targeted support to refine their instructional practices. Our master schedule has been

designed to include tiered support at each grade level, facilitated by an SBT/Rtl Resource Teacher, ensuring that differentiated support is available to all students. This will be implemented consistently across the school.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

The action steps for Instructional Practice specifically related to Standards will include initial training, standards application to curriculum training, aligned standard to lessons and lesson planning implementation. The person(s) responsible will be the HMS leadership team (Marzano observations tool : iObsersation to monitor) Continue to increase staff knowledge and understanding of effective instructional strategies for building students' literacy skills including evidence-based writing vocabulary instruction through professional development and Professional Learning Community discussions. Provide follow up support to teachers through observations and coaching. Action Step 1: Data Analysis and Review Description: Regularly analyze and review student performance data from assessments, writing prompts, and iReady diagnostics to identify areas of strength and areas needing improvement in literacy skills. Person Responsible: Principal and Assistant Principal Timeline: Ongoing throughout the school year, with specific reviews at the end of each grading period. Action Step 2: Professional Learning Communities (PLCs) Focused on Benchmark-Aligned Instruction Description: Facilitate focused PLC meetings where teachers collaborate to align their instruction with B.E.S.T. benchmarks. Discussions will center around what is being taught, how it is being taught, how student learning is assessed, and interventions for students who are not meeting benchmarks. Person Responsible: Instructional Coaches and Grade-Level Team Leaders Timeline: Weekly PLC meetings, with follow-up on implementation during monthly reviews. Action Step 3: Classroom Walkthroughs and Feedback 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 Step 4: Integration of Adaptive Technology and ELL Strategies 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.

Person Monitoring:

Thelma Hickman (hickmant@gcpsmail.com)

By When/Frequency:

Weekly, monthly, and quarterly monitoring will be executed and reviewed with a final report that will be completed by June 2025

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

Action Step 1: Data Analysis and Review Description: Regularly analyze and review student

performance data from assessments, writing prompts, and iReady diagnostics to identify areas of strength and areas needing improvement in literacy skills. Person Responsible: Principal and Assistant Principal Timeline: Ongoing throughout the school year, with specific reviews at the end of each grading period. Action Step 2: Professional Learning Communities (PLCs) Focused on Benchmark-Aligned Instruction Description: Facilitate focused PLC meetings where teachers collaborate to align their instruction with B.E.S.T. benchmarks. Discussions will center around what is being taught, how it is being taught, how student learning is assessed, and interventions for students who are not meeting benchmarks. Person Responsible: Instructional Coaches and Grade-Level Team Leaders Timeline: Weekly PLC meetings, with follow-up on implementation during monthly reviews. Action Step 3: Classroom Walkthroughs and Feedback 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 Step 4: Integration of Adaptive Technology and ELL Strategies 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 ChatGPT said: ChatGPT 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 approach will help improve benchmark-aligned instruction by providing teachers with clear, actionable feedback that is directly tied to instructional practices. Administrators and instructional coaches will conduct regular classroom observations, using the Leverage Leadership 2.0 strategies to identify areas where instruction can be strengthened and aligned more closely with state benchmarks. Monitoring Impact: The impact of this action will be monitored through the collection and analysis of observation data, feedback records, and subsequent improvements in lesson delivery. The frequency and quality of feedback provided to teachers will be tracked, and follow-up observations will assess whether the feedback has been implemented effectively. Additionally, student performance data will be analyzed to determine if there is a corresponding improvement in benchmark proficiency. 2. Implement HMS Eagle University for New and Beginning Teachers: Action Description: HMS Eagle University will be established as a support program for new and beginning teachers to assist them in navigating the certification process and implementing best practices. The program will offer workshops, mentoring, and resources specifically tailored to help these teachers understand and apply benchmark-aligned instructional strategies. Monitoring Impact: The school will monitor the impact by tracking the progress of participating teachers through their certification milestones and their application of best practices in the classroom. Feedback from mentors and participating teachers will be gathered to refine the program. Student performance data from the classrooms of new and beginning teachers will be reviewed to assess improvements in instruction as a result of the support provided. 3. 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.

4. 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

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

ELA Achievement in elementary school has consistently tend to show deficiency overall in the last few years in grades 3rd (30% proficiency), 4th (32% proficiency), and 5th (34% proficiency) all below the federal index of 41%. Although, achievement in ELA for middle school has reached the federal index of 41%; 6th (45% proficiency), 7th (55% proficiency), and 8th (43% proficiency) has made tremendous gain for the first time in the last three years. The subgroups has not reached 41%

proficiency within the last 3 years. The following subgroups: SWD (0%) and Black/African American (%). These subgroups have consistently performed at a lower rate of growth in ELA- achievement and gains are not occurring at a rate that produces appropriate annual growth. 2023 FAST PM 3 data shows that the Economically Disadvantaged subgroup achieved % proficiency and the Multiracial subgroup achieved % proficiency, which indicates a need for these subgroups as well. **Proficiency levels indicated for 2023 are based on the levels set as of July 2023.

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 2024-2025 school year, students in grades 3rd -5th will increase their ELA proficiency on the BEST Reading assessment from 30% to at least 45%, bringing the school within 15% of the state average. Students in grades 6th - 8th will increase their ELA proficiency on the BEST Reading Assessment from 43% proficiency to 60% proficiency bringing the school overall the federal index to strengthen the students' proficiency by 18%. Students in following subgroups will increase 10% in the SWD and Black/African American bringing the school's subgroups in a margin of 10%. This goal will be achieved through the implementation of targeted reading interventions, professional development for teachers, and consistent monitoring of student's progress, with progress assessments conducted quarterly to ensure alignment with the desired outcome.

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 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:

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

Description of Intervention #1:

To achieve measurable outcomes in oral reading fluency across all relevant grade levels, our school will implement several evidence-based interventions. These include the Magnetic Program and the Amira Intelligent Reading Program, along with other programs from the ESSA-approved list: Magnetic Program: This program focuses on enhancing oral reading fluency by identifying students' specific strengths and areas for improvement. It provides personalized insights, which enable teachers to design targeted interventions that address each student's unique needs. The program's adaptability and focus on fluency make it a valuable tool for improving reading outcomes. Amira Intelligent Reading Program: Amira uses artificial intelligence to assess and support students' oral reading fluency. The program provides real-time feedback and personalized practice tailored to each student's reading level. This individualized approach helps to accelerate progress by targeting specific areas where students need improvement. i-Ready Reading: i-Ready is an adaptive diagnostic and instructional tool that assesses students' reading abilities and provides personalized learning paths. The program is designed to meet students at their level and guide them through targeted lessons that build on their existing knowledge and skills. i-Ready's data-driven insights help teachers to monitor progress and adjust instruction as needed. Reading Recovery: This intervention program is designed for struggling readers in the early grades, particularly first grade. It provides one-on-one tutoring that focuses on reading and writing, helping students to accelerate their literacy skills. The program has a strong evidence base and is effective in bringing students up to grade level. Leveled Literacy Intervention (LLI): LLI is a small-group supplementary literacy intervention designed to help struggling readers achieve grade-level competency. It includes a range of leveled books and lessons that focus on reading comprehension, fluency, and writing. LLI's structured approach ensures that students receive consistent and effective support. These programs were selected based on their strong evidence base and proven effectiveness in improving oral reading fluency and overall literacy skills. Each program offers a personalized approach to instruction, allowing teachers to address the specific needs of individual students. The combination of technology-driven insights and targeted instructional strategies ensures that students receive the support they need to make significant gains in reading fluency. The implementation of these interventions will be closely monitored using a variety of strategies: Progress Monitoring: Regular assessments will be conducted to measure students' progress in oral reading fluency. This includes both formative assessments within the programs themselves and school-wide benchmarks. Teachers and instructional leaders will analyze the data generated by these programs to identify trends, monitor individual student progress, and make data-driven decisions about instruction. Based on the data collected, teachers will provide targeted feedback to students and adjust their instructional approaches as needed. This continuous cycle of feedback and adaptation ensures that the interventions remain responsive to students' needs. Regular meetings will be held to review progress, share insights, and collaborate on best practices. This collaborative approach helps to ensure consistency and effectiveness across grade levels. By utilizing these evidence-based programs and closely monitoring their implementation, our school is committed to achieving significant improvements in students' oral reading fluency and overall literacy outcomes. The Magnetic Program and Amira Intelligent Program will be utilized to enhance oral reading fluency by pinpointing students' strengths and areas for improvement. These programs offer personalized insights that enable targeted interventions. Additionally, a Reading Interventionist will deliver specialized instruction to students who are reading below grade level. This focused support is

designed to close the achievement gap, ensuring that all students can reach their full potential in reading proficiency. To address oral reading fluency, the Magnetic Program and Amira Intelligent Program will be implemented to assess and identify students' strengths and areas for improvement. These programs will provide valuable insights that guide instructional decisions. Additionally, the Reading Interventionist will deliver targeted, individualized instruction to students who are performing below grade level in reading. This focused intervention is designed to accelerate progress and help close the achievement gap, ensuring that all students have the support they need to succeed.

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?

Yes

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Action Step #1: Hire an Intervention Specialist
Description: 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.
Person Responsible: Principal and Human Resources Department
Timeline: Complete the hiring process by [insert specific date] to ensure the specialist is available for the start of the school year.

Action Step #2: Continue to Implement Core Curriculum with Increased Rigor and Fidelity
Description: 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.
Person Responsible: Assistant Principal and Instructional Coaches
Timeline: Ongoing throughout the school year, with regular check-ins and curriculum reviews at the end of each grading period.
Action Step #3: Monitor and Assess the Effectiveness of Interventions
Description: 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.
Person Responsible: Reading Intervention Specialist and Assistant Principal
Timeline: Assessments and reviews to be conducted quarterly, with data-driven adjustments made as necessary

Person Monitoring:

Administrators

By When/Frequency:

Weekly

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

To effectively monitor instruction as it relates to ELA, the school will implement the following steps:
 Step 1: 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. Step 2: 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. Step 3: 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.

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

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

Our primary area of focus is improving mathematics proficiency across all grade levels, with a specific emphasis on increasing Algebra 1 achievement scores. This focus directly impacts student learning by ensuring that students develop the necessary mathematical skills and conceptual understanding critical for their academic success and future opportunities in STEM-related fields.

This area of focus was identified as a crucial need based on an analysis of the prior year's data, which revealed consistently low mathematics scores over the past three years. The FAST 2024 Mathematics proficiency levels further highlighted significant gaps in student performance, particularly in Grade 3 (28%), Grade 5 (35%), and Grade 8 (33%). These findings underscore the urgent need for targeted interventions and instructional strategies to boost math proficiency, particularly as students

progress through middle school and into high school, where Algebra 1 serves as a foundational course for advanced math studies. Addressing this area is essential for meeting our goal of having at least 59% of students proficient in math by June 2025.

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 2025, our school will increase mathematics proficiency across all grades by at least 10%, as measured by the FAST and iReady assessments. Specifically, we aim to achieve the following proficiency levels:

- Grade 3: Increase from 28% to at least 38%
- Grade 4: Increase from 43% to at least 53%
- Grade 5: Increase from 35% to at least 45%
- Grade 6: Increase from 52% to at least 62%
- Grade 7: Increase from 67% to at least 77%
- Grade 8: Increase from 33% to at least 43%

Additionally, we will raise our Algebra 1 achievement score by 5%, striving for 89% or more of students to be proficient by the end of the 2024-2025 school 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 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 and

Person responsible for monitoring outcome

Administration Team

Evidence-based Intervention:

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

Description of Intervention #1:

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 4 – Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

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

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

Action Step #1

Hiring and Integration of a Math Interventionist Person Responsible: School Principal 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. Implementation of Data-Driven Instructional Strategies Person Responsible: Math Interventionist and Classroom Teachers 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. Professional Learning Communities (PLCs) and Teacher Collaboration Person Responsible: Instructional Coach and AP's 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.

Person Monitoring:

Thelma Hickman

By When/Frequency:

September 1, 2024

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

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**

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

Description of the Area of Focus: Our school's primary area of focus is to enhance science achievement across all grade levels. For the past three years, our science achievement levels have

been consistently low, with only 23% of students scoring a level 3 or above in the 2022-2023 school year. Unfortunately, this trend continued into the 2023-2024 school year, where we again saw only 23% of students achieving proficiency in science. This persistent low performance in science is a clear indication that this area requires targeted intervention and strategic efforts to improve student outcomes.

Impact on Student Learning: The low achievement in science significantly affects student learning and their overall academic success. Science is a critical subject that not only fosters curiosity and problem-solving skills but also lays the foundation for understanding the world around us. A lack of proficiency in science can hinder students' ability to engage with STEM (Science, Technology, Engineering, and Mathematics) fields, which are increasingly important in today's global economy. Additionally, poor performance in science can affect students' confidence and interest in pursuing science-related courses and careers in the future, limiting their opportunities for success.

Rationale for Identifying Science as a Crucial Area of Need: The decision to focus on science achievement was driven by a thorough analysis of our school's performance data over the past three years. Despite efforts to improve, the percentage of students achieving proficiency in science has remained stagnant at 23%. This consistency in low achievement highlights that our current strategies may not be effectively addressing the underlying issues. Furthermore, science is a core subject that contributes to the overall academic performance of students, and low achievement in this area can negatively impact our school's ability to meet broader educational goals.

The stagnation in science achievement suggests that there may be systemic challenges within our instructional practices, curriculum alignment, or resource allocation that need to be addressed. By identifying science as a crucial area of need, we aim to implement evidence-based interventions, provide targeted professional development for teachers, and allocate resources more effectively to support student learning in this subject.

In summary, improving science achievement is critical not only for meeting academic standards but also for ensuring that our students are equipped with the knowledge and skills necessary for future success. Addressing this area of focus is essential to breaking the cycle of underperformance and fostering a culture of academic excellence in science at our school.

Measurable Outcome

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

Over the past three school years, our Science Achievement has been a significant area of concern. In the 2022-2023 school year, only 23% of our students in 5th grade, 8th grade, and Biology courses scored a level 3 or above on the End of Year Science assessment. Unfortunately, this low level of achievement remained unchanged in the 2023-2024 school year, with the same percentage of students (23%) reaching proficiency. This consistent underperformance highlights a critical need for focused intervention to improve science outcome.

By the end of the 2024-2025 school year, our goal is for 59% of our 5th grade, 8th grade, and Biology students to score a level 3 or above on the End of Year Science assessment. This represents a significant increase from the 23% proficiency level achieved in the previous two school years. This goal is Specific, Measurable, Achievable, Relevant, and Time-bound (SMART), and it reflects our commitment to making substantial progress in science education through targeted interventions and instructional improvements.

This SMART goal was developed based on the urgent need to address the persistently low science achievement levels in our school. The goal of increasing proficiency to 59% is ambitious yet achievable with the implementation of strategic, evidence-based interventions, enhanced professional development for teachers, and a focus on data-driven instruction. By setting this clear, data-based objective, we aim to hold ourselves accountable for making meaningful progress in student science achievement and ensuring that a greater proportion of our students are equipped with the essential scientific knowledge and skills for future success.

This measurable outcome will be tracked and monitored throughout the school year using interim assessments, progress monitoring tools, and data analysis to ensure that we are on track to meet our end-of-year goal. The success of this goal will demonstrate our ability to effectively respond to the identified needs and to significantly elevate the academic performance of our students in science.

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 achieve the desired outcome of 59% 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.

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 2024-2025 school year.

Person responsible for monitoring outcome

Administration Team

Evidence-based Intervention:

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

Section 8101(21)(B)).

Description of Intervention #1:

Our measurable outcome for science is to ensure that 59% 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 2024-2025 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 to close 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 4 – Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Action Step: 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 Responsible: Principal and Human Resources Department Timeline: Complete hiring process before the start of the school year. Develop and Implement Rigorous Science Curriculum 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. Person Responsible: Instructional Coach and Science Department Chair Timeline: Curriculum development by the start of the school year; ongoing implementation throughout the year. Provide Ongoing Professional Development and Resources Action Step: 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 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.

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:

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

Provide school related Science events.

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:

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.

IV. Positive Culture and Environment

Area of Focus #1

Other

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/teacher attendance is crucial at all academic levels, as consistent student/teacher presence is vital for the foundational years of learning. All students rely heavily on stable relationships and continuous instructional methods which are disrupted by frequent student/teacher absences. Teacher attendance is imperative to student success as it constantly builds rapport. Increased classroom teacher/student attendance and decreased out of school suspension incidents will encourage students to strive with excellence towards academic goals. This as a result will promote strong community bonds and build effective relationships among students and teachers.

Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By strengthening our school's culture for social and emotional learning, we will address school needs. Based on the 2023-2024 school year FSA Data, HMS received a score of a C. The impact of this grade reflects in a 25% decrease in teacher attendance and a 20% enrollment decline. Positive school cultures feel energetic and upbeat. They include teachers and students who work well together, strive to achieve common goals, and share strong community bonds. Our faculty, staff, and students are in constant need of positive reinforcement to ensure student learning, teacher/student attendance, and team building.

To foster a more positive school culture, it is essential to address and reduce out-of-school incidents, student absences, and teacher absences. By implementing proactive measures such as enhancing community engagement, providing additional support for students and teachers, and creating a more inclusive and engaging curriculum, we can minimize disruptions and encourage consistent attendance. Strengthening the connection between home and school will also help in reducing absenteeism and improving overall morale. Additionally, introducing school t-shirts and involving community stakeholders in activities like the band, chorus, and step team can serve as a deterrent to undesired behaviors that lead to out of school incidents while incentivizing involvement. Ensuring that students and teachers feel valued and supported will contribute to a more cohesive and vibrant educational environment, ultimately leading to improved academic performance and a stronger sense of community within the school.

Measurable Outcome

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

By the end of the 2024-2025 school year, teacher attendance in the area of school attendance measured through data will increase by 5%. The following action plan will include:

1. Displaying a positive and unified work environment by wearing teacher t-shirts or sweaters that represent the community
2. Teachers who report to work for thirty, consecutive days will receive two days of duty free lunch
3. Teachers who report to work for thirty, consecutive days will receive one less day of uninterrupted planning for the month
4. Students will receive intervention plans instead of out of school suspension
5. Parent/guardians involvement towards positive reinforcements through community events will decrease negative behavior/student absences

There will be a 25% decrease in suspensions and discipline referrals in grades 3-8 as a result of implementation of a Positive Behavioral System. Our plan is to decrease the number of students who attend less than 90 percent of the school days. It continues to be a priority to have staff at school each day and retained the next school year.

Reduction in Out-of-School Incidents: Decrease out-of-school incidents by 25% over the next year, as tracked by disciplinary records.

Decrease in Student Absences: Achieve a 15% reduction in student absenteeism by the end of the school year through improved engagement and support initiatives.

Decrease in Teacher Absences: Lower teacher absenteeism by 20% by providing additional support and enhancing workplace satisfaction within the next academic year.

Increase in Community Engagement: Raise participation in community activities, including band, chorus, and step team, by 25% over the school year.

Improvement in School Morale: Conduct biannual surveys to track a 20% increase in student and teacher satisfaction scores, reflecting a positive shift in school culture.

Enhanced Home-School Connection: Increase parental involvement in school events and activities by 30% through targeted outreach and communication strategies by the end of the year.

Curriculum Engagement: Implement curriculum changes aimed at improving student engagement, with a goal of a 20% increase in positive student feedback about curriculum relevance and interest.

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.

Attendance data for students/teachers are reviewed in leadership and faculty meetings. Leadership reviews attendance and out of school suspension data in Focus and works with the district to move students forward with improving their attendance with help from Team and MTSS meetings. The data entry person will pull reports weekly to monitor the number of students absent. The teachers

will also monitor the attendance of their students.

Track Out-of-School Incidents: Develop a system for recording and analyzing incidents, including their causes and resolutions. Review monthly trends and identify recurring issues.

Monitor Absenteeism: Implement regular attendance reports for both students and teachers. Set up alerts for high absentee rates and investigate underlying causes.

Evaluate Community Engagement: Survey parents, students, and teachers quarterly to assess engagement levels. Track participation in school events and programs.

Assess Support Programs: Measure the effectiveness of support initiatives through feedback and performance metrics. Adjust programs based on evaluation outcomes.

Review Curriculum Impact: Collect data on student engagement and satisfaction with the curriculum. Use surveys and focus groups to gauge inclusivity and interest.

Strengthen Home-School Connections: Monitor communication logs between home and school. Evaluate the effectiveness of outreach strategies and parent involvement.

Person responsible for monitoring outcome

Deborah Dickey (shafferd@gpsmail.com)

Evidence-based Intervention:

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

Description of Intervention #1:

Student awards and recognitions - quarterly awards (positive referrals) and celebrations for attendance. HMS also works to have a focus for building relationships between students and relationships in the classroom. This leads to students wanting to come to school. Teachers will receive support from administration by offering duty free lunch occasionally boost morale which will lead to consistent attendance. We plan to implement a The Positive Action Attendance program. This is a comprehensive school reform strategy aimed at enhancing social-emotional development, attendance, and academic achievement. It focuses on fostering a positive school climate while building essential skills such as self-control, goal-setting, problem-solving, persistence, and more.

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 approach that integrates carefully structured discussions, interactive activities, engaging games, and role-playing exercises into our school's efforts to improve attendance. These components are not just add-ons; they are intentionally crafted to address the underlying causes of absenteeism. By actively involving both students and parents in the learning process, these activities help foster a deeper understanding of why consistent attendance is crucial. For students, this means realizing the direct connection between regular attendance and academic success. For parents, it involves recognizing their vital role in supporting their children's educational journey and understanding how to effectively contribute to their consistent school attendance. Moreover, these interactive elements serve to improve communication skills, both within the family and between the

school and home. Enhanced communication ensures that any barriers to regular attendance are identified early and addressed effectively. Through role-playing exercises, students and parents can practice real-life scenarios, building confidence in their ability to handle challenges that might otherwise lead to absenteeism. The rationale behind this approach is clear: by actively engaging students and parents, and equipping them with the necessary tools and strategies, we are laying the groundwork for sustained improvement in attendance. This proactive involvement leads to better decision-making and more positive choices regarding school attendance. The end goal is not just to reduce absenteeism but to create a culture where attending school regularly is seen as a critical and valued part of a student's educational experience. Ultimately, the integration of these research-backed incentives and activities into our school's strategy is aimed at enhancing overall educational outcomes. By creating an environment where students are motivated to attend and teachers are eager to teach, we are setting the stage for a more engaged, successful, and thriving school community.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Create character education program Invest in the Positive Action Attendance Program: Begin by purchasing the Positive Action Attendance Program, a comprehensive resource that addresses both the social-emotional and academic aspects of student development. This program is designed to improve attendance rates by promoting positive behaviors and attitudes toward school. Conduct Staff Training on Program Implementation: Ensure that all staff members receive thorough training on how to effectively utilize the Positive Action Attendance Program. This training will equip educators with the necessary knowledge and skills to integrate the program's strategies into their daily interactions with students, thereby maximizing its impact. Communicate with Parents About the Program: Develop and send clear, informative correspondences to parents, outlining the goals and benefits of the Positive Action Attendance Program. Explain how the program will be implemented and the role parents can play in supporting their children's participation. This communication should also highlight the program's focus on improving attendance and academic success. Implement the Program with Students: Roll out the Positive Action Attendance Program across the student body, ensuring that it is integrated into the school's daily routines and curriculum. Engage students through the program's activities, discussions, and role plays, which are designed to foster a positive school climate, enhance social-emotional learning, and ultimately reduce absenteeism. By following these steps, your school can create a supportive environment that encourages regular attendance and helps students develop the skills they need to succeed academically and socially. Additionally, ongoing evaluation and feedback from both staff and parents will be crucial to refining and sustaining the program's effectiveness over time.

Person Monitoring:

Deborah Dickey (shafferd@gcpsmail.com)

By When/Frequency:

By June 1, 2025

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

Implementation of a Research-Based Character Education Program: Cloud9World We are committed to implementing the Cloud9World character education program, which is grounded in research and designed to foster resiliency and empower children with essential life skills. Our focus will be on

equipping students with strategies to build resilience, a key component in helping them navigate challenges both inside and outside the classroom. Character education and social skill development are vital to enhancing not only academic performance but also promoting desired behaviors, improving self-awareness, managing relationships with others, and supporting overall student well-being. By integrating these aspects into our school culture, we aim to create an environment where students are empowered to thrive academically, socially, and emotionally. Our approach involves a thoughtfully designed, integrated spiral curriculum that introduces and builds upon character strengths from Pre-K through 8th grade. This curriculum is structured to engage students at every grade level without redundancy, ensuring that their journey in character development remains dynamic and exciting throughout their school years. To effectively implement this program, we will take the following steps:

Training a School Team for Program Implementation: We will ensure that a dedicated team within the school receives comprehensive training on the implementation of the Cloud9World program, focusing on building resilience and social-emotional learning (SEL) across the entire student body.

Developing a Comprehensive Training Plan: Once trained, our school team will create a detailed training plan to disseminate the knowledge and skills necessary for effective program implementation to all relevant stakeholders, including teachers, support staff, and parents. This will ensure a cohesive and unified approach to character education and SEL throughout the school.

Establishing a Progress Monitoring System: We will establish a robust system for progress monitoring that utilizes academic performance, attendance records, and discipline data to identify students who may require additional social-emotional support. This data-driven approach will enable us to intervene early and provide targeted assistance to students in need.

Regular Team and Faculty Meetings: We will host regular meetings with school teams and faculty to address and identify any attendance concerns or challenges faced by both students and teachers. These meetings will serve as a platform for discussing strategies to support attendance and engagement, ensuring that potential issues are addressed promptly and effectively.

Offering Targeted Interventions: For students who experience incidents such as out-of-school suspensions, we will offer a range of interventions, including student study teams, Multi-Tiered System of Supports (MTSS) meetings, parent meetings, and a restorative justice program. These interventions are designed to provide the necessary support to help students re-engage with their education and improve their overall school experience. By implementing the Cloud9World program and these supporting strategies, we aim to create a nurturing and supportive school environment that not only fosters academic success but also promotes the holistic development of every student, preparing them for future challenges and opportunities.

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Training a School Team for Program Implementation: We will ensure that a dedicated team within the school receives comprehensive training on the implementation of the Cloud9World program, focusing on building resilience and social-emotional learning (SEL) across the entire student body.

Developing a Comprehensive Training Plan: Once trained, our school team will create a detailed training plan to disseminate the knowledge and skills necessary for effective

program implementation to all relevant stakeholders, including teachers, support staff, and parents. This will ensure a cohesive and unified approach to character education and SEL throughout the school. Establishing a Progress Monitoring System: We will establish a robust system for progress monitoring that utilizes academic performance, attendance records, and discipline data to identify students who may require additional social-emotional support. This data-driven approach will enable us to intervene early and provide targeted assistance to students in need. Regular Team and Faculty Meetings: We will host regular meetings with school teams and faculty to address and identify any attendance concerns or challenges faced by both students and teachers. These meetings will serve as a platform for discussing strategies to support attendance and engagement, ensuring that potential issues are addressed promptly and effectively. Offering Targeted Interventions: For students who experience incidents such as out-of-school suspensions, we will offer a range of interventions, including student study teams, Multi-Tiered System of Supports (MTSS) meetings, parent meetings, and a restorative justice program. These interventions are designed to provide the necessary support to help students re-engage with their education and improve their overall school experience. By implementing the Cloud9World program and these supporting strategies, we aim to create a nurturing and supportive school environment that not only fosters academic success but also promotes the holistic development of every student, preparing them for future challenges and opportunities.

Area of Focus #2

Other

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 goal is to increase the number of community partners, parents, and guardians actively engaged in the school community. Enhanced involvement from these groups strengthens our school's culture, allowing for greater transparency and involvement in school activities and news. Based on the 2023-2024 school year FSA data, Havana Magnet School received a grade of C. This indicates a need for improvement, and one significant factor contributing to a positive and successful school environment is a strong and engaged community. Positive school cultures are energetic and upbeat, involving teachers, students, parents, guardians, and community members who collaborate effectively, strive to achieve common goals, and share strong community bonds.

To support this, we will introduce initiative such as; distributing t-shirts to stakeholders that include faculty, staff, students, parents, guardians, and community leaders to build school pride, and acquiring new band uniforms and instruments including; flute, clarinet, saxophone, trumpet, trombone, percussion, and keyboards for the middle school band to enhance our music program; our step team, chorus, royal court and band will participate in parades, holiday and community events as well as all school functions to expand our network of community partners. We will also increase efforts to engage both parents and guardians through regular workshops and events that will ensure they are active participants in the school's journey toward success.

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 first quarter, parents, and guardians involvement will at least increase by 10%. Havana Magnet School will ensure the involvement of parents and guardians by the following methods:

1. Providing bilingual home-to- school and school-to-home communication
2. Flyers
3. Newsletters
4. HMS Parent and Guardian Remind
5. School Website
6. Email
7. Social Media
8. Class Dojo
9. Clever
10. Classroom Remind
11. Purchasing T-shirts
12. Purchasing new band uniforms and instruments that include; flute, clarinet, saxophone, trumpet, trombone, percussion, and keyboards for the middle school band
13. Hosting events such as; parades, holiday and community that include our step team, chorus, royal court and band

Parents, guardians, and community partners are involved in the planning, review, and improvement of Title 1 programs. Included areas are:

1. School Advisory Council (SAC) Meetings
2. Parent Expo Meetings
3. Annual Title Meetings
4. Participating in parent and family engagement building activities, reviewing academic data/ progress monitoring assessments
5. Previous school year Parent and Family Engagement 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.

HMS will involve parents in the process of reviewing their School wide Improvement Plan (SIP) by: Posting it to our website and Facebook page and posting in our front lobby for them to review.

Person responsible for monitoring outcome

Thelma Hickman (hickmant@gcpsmail.com)

Evidence-based Intervention:

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

Description of Intervention #1:

Utilizing multiple communication channels to ensure parents and guardians receive information in their preferred language. This includes: Flyers Newsletters HMS Parent and Guardian Remind School Website Email Social Media Class Dojo Clever Classroom Remind Purchasing T-shirts Purchasing new band uniforms and instruments that include; flute, clarinet, saxophone, trumpet, trombone, percussion, and keyboards for the middle school band Hosting events such as; parades, holiday and community that include our step team, chorus, royal court and band

Rationale:

Frequency of Communication: Track the number of communications sent via each channel. Parent Feedback: Survey parents on the clarity and usefulness of the information received. Engagement Metrics: Monitor engagement rates on digital platforms (e.g., open rates for emails, interaction on social media posts). Monitor parent, guardian, and community members involvement in school events, such as parades, holiday, and community activities. Purchase Records: Monitor purchase records of school shirts, middle school band instruments, and band uniforms.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Involving parents, guardians, and community partners in the planning, review, and improvement of Title I programs through various meetings and activities, such as: School Advisory Council (SAC) Meetings Parent Expo Meetings Annual Title Meetings Participation in parent and family engagement building activities Reviewing academic data/progress monitoring assessments

Rationale:

Attendance Records: Track attendance at SAC, Parent Expo, and Annual Title meetings. Feedback Surveys: Collect feedback from participants on the effectiveness of these meetings. Action Plans: Document changes and improvements made to Title I programs based on input from these meetings.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

Organizing activities and events designed to engage parents and families in the educational process,

such as workshops, family nights, and academic review sessions.

Rationale:

Event Participation: Record the number of attendees at each event. Pre- and Post-Event Surveys: Measure changes in parents' knowledge and confidence in supporting their children. Student Outcomes: Assess improvements in student homework completion rates and academic performance.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Increasing the community partners, parents, and guardians in the school community.

Person Monitoring:

Thelma Hickman (hickmant@gcpsmail.com)

By When/Frequency:

June 1, 2025

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

1. Enhance Stakeholder Engagement: Distribute t-shirts to all stakeholders (students, parents, community members) to build school pride and unity. Increase community partners by actively seeking new collaborations and support. 2. Improve Communication Channels: Identify and recruit bilingual staff or volunteers to assist with translating communications. Develop a monthly communication plan outlining key messages and the channels to be used. Regularly update the school website and social media platforms with relevant information. Train teachers and staff on effective use of communication tools like Class Dojo and Clever. Collect and analyze feedback from parents on the effectiveness of communication methods. 3. Organize and Manage Meetings: Schedule and publicize SAC, Parent Expo, and Annual Title meetings well in advance. Provide training for parents and community members on effective participation in meetings. Create and share meeting agendas with participants before each meeting. Gather and incorporate feedback from meetings into school improvement plans. Report back to participants on how their input has been used. 4. Plan and Execute Engagement Activities: Develop a calendar of engagement activities for the school year. Recruit staff and volunteers to help organize and run these events. Promote events through multiple communication channels to ensure high attendance. Provide materials and resources to parents during events to help them support their children's education. Evaluate the effectiveness of each event through surveys and attendance records. 5. Enhance Music Program: Acquire new instruments and uniforms for the middle school band to enrich the music program and boost student involvement. 6. Monitor and Evaluate Progress: Continuously monitor the effectiveness of each initiative. Adjust strategies based on feedback and performance data to ensure the ultimate success of the plan.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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

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

Havana Magnet School is committed to fostering strong partnerships with our parents and the wider school community. To this end, we will be hosting a series of important parent meetings throughout the school year, including the Parent Expo, Parent Nights, SAC Meetings, and the Title I Meeting. These events are designed to engage parents in meaningful dialogue about the school's initiatives and provide them with the necessary information to support their children's education.

During each of these meetings, we will dedicate time for a comprehensive Q&A session. This session will allow parents to express any needs or concerns they may have, particularly regarding the School Improvement Plan (SIP) and the UNISIG budget. Our goal is to ensure that parents are fully informed and feel confident in the direction the school is taking, as well as how resources are being allocated to support student success.

In addition to these in-person meetings, we recognize the importance of making information accessible to all members of our school community. To this end, we will also utilize the school's website as a key communication tool. The school website will be regularly updated with relevant information, including details about upcoming events, meeting agendas, and important announcements. By providing these resources online, we aim to keep parents and stakeholders informed and engaged, even if they are unable to attend the meetings in person.

Through these efforts, we strive to create an open, transparent, and collaborative environment where parents feel empowered to participate in their children's education and contribute to the overall success of Havana Magnet School.

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

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. Classroom Dojo 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 support.

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 any 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.

Overall, our multifaceted approach to communication 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, we are committed to keeping the lines of communication open and ensuring that our school community is always aware of what is happening at the school 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. (ESEA Section 1114(b)(7)(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.
- **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.
- **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:** Across the curriculum, we will integrate enrichment activities that encourage creativity, problem-solving, and critical thinking. These activities will be designed to deepen students' understanding of the material and inspire a passion for learning.

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, and offering an enriched and accelerated curriculum, 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 ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

When developing a plan that integrates Federal, State, and local services, it is crucial to ensure coordination across various programs and resources to maximize effectiveness and avoid redundancy. Here is how such a plan might be developed with integration across the mentioned programs:

1. **Coordination with ESSA Programs:** The plan should align with the goals and requirements of the Every Student Succeeds Act (ESSA). This includes integrating Title I, II, III, and IV services to support student achievement, professional development, language acquisition for English learners, and safe and supportive school environments. By leveraging ESSA funding, the plan can enhance academic interventions, professional learning opportunities, and the overall school climate.
2. **Integration with Violence Prevention Programs:** The plan should incorporate violence prevention initiatives to create a safe and nurturing school environment. This includes collaborating with local law enforcement, mental health services, and community organizations to implement programs like Positive Behavioral Interventions and Supports (PBIS), bullying prevention strategies, and social-emotional learning (SEL).
3. **Collaboration with Nutrition Programs:** The plan should work in conjunction with Federal and State nutrition programs, such as the National School Lunch Program (NSLP) and the School Breakfast Program (SBP), to ensure students have access to healthy meals. This collaboration helps address food insecurity and supports student wellness, which is critical for academic success.
4. **Partnership with Housing Programs:** For students experiencing housing instability, the plan should coordinate with local housing authorities and organizations to provide support and resources. This could involve collaboration with McKinney-Vento liaisons to ensure that homeless students receive transportation, access to education, and other necessary services.

5. **Integration with Head Start Programs:** If applicable, the plan should align with Head Start programs to support early childhood education. Coordination might include joint professional development, family engagement activities, and the smooth transition of children from Head Start to elementary school.
6. **Adult Education Programs:** The plan should include opportunities for family and community engagement by integrating adult education programs. Offering literacy, GED, and vocational training for parents and community members can enhance family involvement and support the broader educational ecosystem.
7. **Career and Technical Education (CTE) Programs:** To prepare students for postsecondary success, the plan should incorporate CTE programs, offering pathways to careers and technical skills. Collaboration with local businesses, community colleges, and workforce development agencies can provide students with internships, apprenticeships, and real-world learning opportunities.
8. **Coordination with Schools Implementing CSI or TSI Activities:** For schools identified for Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) under section 1111(d), the plan must align with improvement strategies. This includes data-driven decision-making, evidence-based interventions, and continuous monitoring of progress to ensure that the most vulnerable student populations receive targeted support.

By integrating these services and programs, the plan fosters a holistic approach to education, addressing academic, social, emotional, and physical needs of students while leveraging available resources across Federal, State, and local levels. This collaborative approach ensures that the plan is comprehensive, sustainable, and capable of driving meaningful improvements in student outcomes.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

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. (ESEA 1114(b)(7)(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. 1400 et seq. and ESEA 1114(b)(7)(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

- **Schoolwide 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. (ESEA section 11149b)(7)(iii(V)).

- **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:**

- **On-Site Instructional Coaches:** 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. (ESEA 1114(b)(7)(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 (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

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

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 included 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), rationale (i.e., data) and plan 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 2024-25 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



2024-25 Schoolwide Improvement Plan

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

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

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

George W. Munroe will provide intentional high quality instruction that increases student learning and teacher growth through professional collaboration for all learners in a safe and respectful school environment for all stakeholders.

Provide the school's vision statement

George W. Munroe's vision is to provide high quality standards-based instruction that prepares and develops students academically and socially beyond their foundational years using a T.E.A.M approach.

B. School Leadership Team

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Germaine Kirkland

Position Title

Principal

Job Duties and Responsibilities

To provide leadership in the design, development, implementation, and evaluation of a comprehensive program of instructional and support services which optimize available resources to establish and maintain a safe, caring, and enriching environment that promotes student success.

Leadership Team Member #2

Employee's Name

Sonja Wilson-Lewis

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

Denesha Kitchen

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

Chinita Bascom

Position Title

Guidance Counselor

Job Duties and Responsibilities

To provide students with educational and social counseling, identify and coordinate all available resources to empower students to reach their full potential in addition to partnering with teachers to assist them through the process of intervention and academic and behavioral student needs.

Leadership Team Member #5

Employee's Name

Brittanica Wilson-Thomas

Position Title

ESE Resource Teacher

Job Duties and Responsibilities

To partner with teachers and assist students with learning strategies to utilize in the classroom.

Leadership Team Member #6

Employee's Name

Gwendolyn Forehand

Position Title

Teacher K-12

Job Duties and Responsibilities

To provide a safe environment in which students progress and meet academic milestones through intentional planning and instruction in addition to the attending leadership team meetings, facilitating grade level meetings, and supporting the vision and mission of the school.

Leadership Team Member #7

Employee's Name

Brandon Hill

Position Title

Teacher K-12

Job Duties and Responsibilities

To provide a safe environment in which students progress and meet academic milestones through intentional planning and instruction in addition to attending leadership team meetings, facilitating grade level meetings, and supporting the vision and mission of the school.

Leadership Team Member #8

Employee's Name

Curlie Harris

Position Title

Teacher K-12

Job Duties and Responsibilities

To provide a safe environment in which students progress and meet academic milestones through intentional planning and instruction in addition to attending leadership team meetings, facilitating grade level meetings, and supporting the vision and mission of the school.

Leadership Team Member #9

Employee's Name

Heather Jones

Position Title

Teacher K-12

Job Duties and Responsibilities

To provide a safe environment in which students progress and meet academic milestones through

intentional planning and instruction in addition to attending leadership team meetings, facilitating grade level meetings, and supporting the vision and mission of the school.

Leadership Team Member #10

Employee's Name

Linda Battles

Position Title

Teacher K-12

Job Duties and Responsibilities

To provide a safe environment in which students progress and meet academic milestones through intentional planning and instruction in addition to attending leadership team meetings, facilitating grade level meetings, and supporting the vision and mission of the school.

Leadership Team Member #11

Employee's Name

Melinda Tindall

Position Title

ESE Resource Teacher

Job Duties and Responsibilities

To partner with teachers and assist students with learning strategies to utilize in the classroom.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

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

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

As a school, a School Improvement workshop is conducted prior to the start of school and members of the team are comprised of those faculty and staff who represent the various departments/subject of the school. We draft goals based on previous school year data. These goals and school-wide areas of focus are then shared school-wide where feedback and input is encouraged. The school improvement plan is then shared with our parents and other community stakeholders at our School Advisory Council Meetings. The school has various partnerships with local businesses, Greek organizations and faithbased organizations where we share and discuss our school goals for improvement and how they can support this effort. These are all forums, meetings, and opportunities for our stakeholders to provide input and helpful suggestions as to how we can reach our goals as a school.

SIP Monitoring

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

The school improvement plan will be regularly monitored at the school and district level. The school will create and checkpoints for the progression of academic standards by grade level while making sure the implementation of the approved core Reading and Math programs are being taught with fidelity through administrative observations and walkthroughs. State approved Intervention programs for Tier 2 & 3 instruction will also be closely monitored for its effectiveness. As we follow and monitor the data from the core and intervention programs, this will help administration create new task if necessary for greater impact. This will include the adjusting or modifying of curriculum tasks and/or resources to ensure the increase of student achievement. Monitoring will be conducted on a monthly basis so they we can continually identify points of progress and areas of improvements, so we can reevaluate strategic plans of action.

D. Demographic Data

2024-25 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
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	98.6%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	TSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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 <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: B 2022-23: C* 2021-22: F 2020-21: 2019-20:

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	100	103	112	94	76					485
One or more suspensions	0	1	1	0	0					2
Course failure in English Language Arts (ELA)	6	17	13	20	35					91
Course failure in Math	6	26	8	14	31					85
Level 1 on statewide ELA assessment	6	12	32	42	19					111
Level 1 on statewide Math assessment	6	18	30	29	21					104
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	75	76	109	91						351
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	6	18	30	29	21					104

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	25	43	32	37	47					184

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	6	3	4	14	2					29
Students retained two or more times	0	0	0	2	1					3

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	55	38	33	46						172
One or more suspensions	7	2	2	6						17
Course failure in ELA	14	12	8	57						91
Course failure in Math	15	10	3	46						74
Level 1 on statewide ELA assessment				54						54
Level 1 on statewide Math assessment				6						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)	88	100	83	101						372

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	55	44	34	77						210

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

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	3	7	1	13						24
Students retained two or more times		1								1

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

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

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

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	33	30	57	24	24	53	17	27	56
ELA Grade 3 Achievement **	33	36	58	24	29	53			
ELA Learning Gains	93	52	60						
ELA Learning Gains Lowest 25%		64	57						
Math Achievement *	40	39	62	48	37	59	29	36	50
Math Learning Gains	73	57	62						
Math Learning Gains Lowest 25%		63	52						
Science Achievement *		8	57		26	54		32	59
Social Studies Achievement *								54	64
Graduation Rate								27	50
Middle School Acceleration								62	52
College and Career Readiness									80
ELP Progress	50	52	61	42	59	59	40		

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

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL FPPI – All Students	54%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	322
Total Components for the FPPI	6
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
54%	41%	29%	35%		61%	63%

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

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
English Language Learners	37%	Yes	1	
Black/African American Students	28%	Yes	3	3
Hispanic Students	44%	No		
Economically Disadvantaged Students	53%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	29%	Yes	4	2
English Language Learners	42%	No		
Black/African American	27%	Yes	2	2

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students				
Hispanic Students	45%	No		
Economically Disadvantaged Students	39%	Yes	2	

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	24%	Yes	3	1
English Language Learners	18%	Yes	1	1
Native American Students				
Asian Students				
Black/African American Students	20%	Yes	1	1

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Hispanic Students	30%	Yes	1	1
Multiracial Students				
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	29%	Yes	1	1

D. Accountability Components by Subgroup

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

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%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	24%	24%			48%								42%
Students With Disabilities	23%	23%			41%								
English Language Learners	29%	29%			43%								68%
Black/African American Students	20%	20%			41%								
Hispanic Students	28%	28%			56%								67%
Economically Disadvantaged Students	22%	22%			46%								65%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	17%				29%								40%
Students With Disabilities	24%				24%								
English Language Learners	7%				7%								40%
Native American Students													
Asian Students													
Black/African American Students	10%				29%								
Hispanic Students	23%				26%								40%
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	17%				28%								42%

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.

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	32%	37%	-5%	55%	-23%
Math	3	38%	46%	-8%	60%	-22%

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 although slightly was our ELA achievement. This year because of the incoming group, we put an emphasis on students reading daily, responding to, and interacting with text across the subjects. PLC's focused on data and progress monitoring of that data followed by celebrations big and small.

Lowest Performance

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

This year although there was growth, our ELA Achievement and ELA Grade 3 Achievement shows the lowest performance of all components. We have been without a Reading Coach for 3 years which would be a great support to new, novice, and veteran teachers. A Reading Coach would help the school as well as teachers grow and implement best practices.

Greatest Decline

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

Math Achievement is the area that showed the greatest decline from the prior year. Because of the reading deficiencies in the previous grade level, incoming 3rd grade students struggled. Previously, our Math support from PAEC was a great partnership. This school term that support was not as prevalent in the school. The consistent support, individual feedback, modeling, and Math resources provided by PAEC was a huge gap this past school year.

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 component with the greatest gap when compared to the state average was ELA Grade 3 Achievement. The transition and academic gaps from Grade 2 to Grade 3 made a huge impact. We are still working on building capacity in Grade 2 to ensure they have learned to read so that by Grade 3, they are reading to learn.

EWS Areas of Concern

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

Attendance and the number of students who have a substantial reading deficiency per grade level are areas of concern.

Highest Priorities

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

1. Substantial reading deficiencies
2. Building Teacher capacity in new grade level through intentional and collaborative planning for instruction
3. Human Resources such as interventionists, paraprofessional classroom support, and certified teachers
4. Attendance: late arrivers, picked up early, and absences
5. Positive School Climate & Culture

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

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

George W. Munroe will continue to focus on increasing student achievement across the grade levels and in ELA and Math. Implementing standard-based instruction to provide students at the earliest grade levels with foundational skills to support the academic progress of students being prepared by third grade to read to learn in all academic subject areas. To achieve this goal, teachers will consistently, purposefully, and collaboratively plan standards-based lessons that are engaging and meet the needs of various learners. Strong collaboration within and among grade levels will assist with increased accountability, intentional planning and improved instructional momentum. Strategically planned and facilitated PLCs will provide opportunities for success by maximizing our instructional strengths, strengthening our instructional areas of opportunities and improving the academic forward progress of students.

Measurable Outcome

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.

The measurable outcome for this area of focus will include a 95% attendance rate for administration, teachers, resource teachers and support staff for weekly scheduled Professional Learning Communities. ELA will increase from students performing at a 33% level 3 or higher proficiency to students performing at a 43% level 3 or higher (+10) In Math, we will increase from 40% to 50% (+10) of students performing at a level 3 or higher proficiency. There will be learning gains of at least 60% in ELA and Math for students retained in third grade.

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 area of focus will be monitored by school administrators and district support team to include Professional Learning. The administration will also collaborate with the State Regional Literacy Director and PAEC for Math Support. The collaborative team will use classroom walkthroughs and

provide professional development based on needs observed, student data, and teaching experience. Attendance and teacher feedback will be monitored with sign-in sheets and feedback surveys. Implementation walk-through observations of instructional strategies will also be conducted to provide teachers with timely and relevant feedback.

Person responsible for monitoring outcome

Sonja Wilson-Lewis

Evidence-based Intervention:

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

Description of Intervention #1:

Weekly Collaborative Planning PLCs with standards aligned learning targets with the end in mind to ensure students are successful on school/state assessments will be a focus.. Teachers and students will continue to develop a way of working focused on reviewing, analyzing, and responding to data to guide forward academic progress. PLCs designed with teacher and student success will assist teachers in developing strong instructional best practices based on data to inform instructional decisions to guide small groups, differentiation, and enrichment. Planning PLCs include the teachers planning a week in advance to know and understand the standards and set student targets. Meetings will include teacher dialogue, modeling of common student misconceptions, what instructional strategies look and sound like, and how teachers will know a student has learned the intended target. Student work samples and data will serve as evidence to make adaptations through small groups, remediation, or reteach activities.

Rationale:

George W. Munroe students will benefit from Intentional, collaborative planning that addresses what they are to learn, how they will learn it, monitoring of their learning through practice and data, and what will happen if they don't learn it. Research has shown that educational best practices identify the use of small learning communities as one of the most effective methods of promoting and implementing professional learning and introducing new concepts to teachers. George W. Munroe teachers will benefit from PLCs by increasing their content knowledge and teacher capacity while continuing to develop a toolbox of effective best practices, so implementation of instructional strategies and standard-based instruction is seamless.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Professional Learning Communities

Person Monitoring:

Germaine Kirkland

By When/Frequency:

weekly

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

All weekly PLC will have a direct impact on student learning. Agendas and sign-in sheets are required for every meeting. Weekly classroom walk-throughs and observations with feedback will be conducted by administrators. Teacher and student growth will be monitored by school, district, and state assessments.

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**

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

George W. Munroe's school continues to have various subgroups that are in critical need for school-wide improvement. Students with Disabilities, English Language Learners, Hispanic students and Economically Disadvantaged students have all shown a need for improvement in the areas of ELA and Math in previous years. Since we are a Title 1 school, the majority or all students are represented in the economically disadvantaged. Often our students come from homes where parents/guardians are unable assist them academically.

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 2024-25 school year, Economically Disadvantaged students will increase their proficiency rate on the state F.A.S.T in both ELA and Math by 10%.

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.

Students' baseline and STAR data will be utilized to support implemented interventions put in place by school administrators. Students' weekly assessment data will be monitored by teachers, administration and support teams to support small group and pull out instruction. Weekly, district, and F.A.S.T. data will be monitored for student academic progression. Data chats will be held between both administration and students and teachers and students to establish goals based on students' performance levels. The Guidance Counselor and Social Worker will closely monitor daily attendance

and follow district attendance guidelines for interventions for students who are habitually tardy, leave early, or absent. Guidance counselors and teachers will meet monthly to exchange information on students identified through classroom progress monitoring as Tier 3 and guide them through the documented process of MTSS. Information gathered during the monthly meetings will be reported to the administrative team weekly.

Person responsible for monitoring outcome

Denesha Kitchen

Evidence-based Intervention:

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

Description of Intervention #1:

Implemented progress monitoring in conjunction with the use of the Multi-Tiered Systems of Supports and implemented strategic interventions that speak to academic or behavioral needs of the student will be the primary evidence-based strategies. Facilitated training with teachers and staff will be conducted to ensure appropriate identification and effective implementation of the MTSS for timely and relevant recommendations for students. Teachers, the instructional Reading coach, the Guidance Counselor, and administration will collaboratively implement the process with district support using student data to determine the next action steps.

Rationale:

The rationale for using the MTSS Framework is because it is an evidence-based model that focuses on the whole child. MTSS first addresses Tier 1 instruction and uses the data to implement specific interventions based on individual student needs. The MTSS also addresses other relevant areas of focus to include attendance, behavior and social and emotional needs which directly impact a student's academic growth.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

MTSS

Person Monitoring:

Denesha Kitchen

By When/Frequency:

monthly

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

Action steps that will be taken are to administer baseline assessments and weekly assessments to

collect data to be used in data chats with administration, teachers, students and MTSS team stakeholders. Continued implementation of weekly PLCs that address weaknesses or areas of improvement targeting the building of teacher capacity and student need. Continuous monitoring of weekly and progress monitoring data to make informed decisions about subgroups and interventions needed to supplement academic progress in ELA and Math. Individual and collaborative team meetings will include ESE Resource teachers and ELL supports that focus on MTSS strategies and the incorporation of developing pull out/push in schedules. These schedules will support students in whole group instruction and focus on specific targeted areas in small groups. Classroom walk-throughs to ensure standard-based instruction and effective instructional strategies are being implemented in ELA and Math.

IV. Positive Culture and Environment

Area of Focus #1

Teacher Retention and Recruitment

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.

We are a district that is making strides with teacher salaries and retention incentives which is providing us with a competitive edge to compete with the salaries of neighboring counties. As we continue to improve, research has found that teachers would overlook a small difference in salary if they were under instructional leadership that has established a positive culture and environment. Teachers are more apt to remain in a school environment where they are recognized, celebrated, and appreciated for their contributions to student achievement based on common/school-wide beliefs and practices that all stakeholders are vested in. This would impact high or improving attendance rates by staff, improved collaborative relationships, and ultimately increased student achievement. The Mental Health awareness of teachers is an area that we also have to acknowledge so that they feel part of a school family community that will continue to encourage and support them all 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.

George W. Munroe plans to establish an effective New Staff/New Teacher Site-Based Mentoring Program while also maintaining the resiliency of veteran staff and their contribution to the school. Through participation in Collaborative Planning weekly, Quarterly "Stay" Interviews, and providing targeted incentives for attendance, student growth, and professional growth it is our goal to establish a culture of positivity, sense of inclusion and family as we develop teacher capacity in a environment that is safe and inviting.

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 Area of Focus will be monitored through School Climate Surveys, Monthly Attendance Tracking Data, formal and informal walkthroughs/observations, student discipline reports, "Stay" Interview Collection data, and data from the number of participants receiving recognition/rewards from targeted incentives for attendance, student growth, and professional growth.

Person responsible for monitoring outcome

Sonja Wilson Lewis (lewissonja@gcpsmail.com)

Evidence-based Intervention:

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

Description of Intervention #1:

The National Education Association (NEA) have noted key factors prior to the pandemic, but now those factors have multiplied and led to even more educators old and new feeling exhausted, demoralized, stressed, and overwhelmed. We want to support teachers by providing a positive work environment that fosters collaboration, supportive coaching, timely feedback, and encouraging professional growth. All this will done through a focus on respect, recognition, and reward in order to retain effective employees.

Rationale:

The interventions listed support overall well-being, engagement, and a supportive culture and climate that is key to teacher recruitment and retention which leads to stability and growth for the school, teachers, and students.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:**Rationale:****Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:**Action Step #1**

"GameChanging Behavior.....4G"

Person Monitoring:

Sonja Wilson Lewis

By When/Frequency:

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

Each week faculty and staff will receive recognition in the school "Pirate Weekly" that highlights attendance, collaboration efforts, or any other "GameChanging" behavior. Category 1 teachers will be assigned a mentor and teacher buddy with monthly check-in activities. Monthly celebrations of birthdays, data, and attendance will be provided in an effort to show they are valued. Collegial Walks to Learn will be implemented to aide in professional growth and support. School-wide rewards and incentives will be in place to contribute to the overall belonging to an organization that fully supports staff well-being.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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

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

<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 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 and Family Engagement Plan (PFEP) is made publicly available. (ESEA 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. (ESEA Section 1114(b)(7)(ii))

George W. Munroe will plan for bell to bell instruction and a strict adherence to following the Master Schedule. Teachers will participate in weekly collaborative planning and monthly professional development to support teacher growth and student needs. There will be mandatory uninterrupted instructional time so teachers can focus on teaching and students learning. As a school we will provide small group instruction that addresses differentiation of students who are fragile learners and those that will benefit from enrichment and acceleration. All efforts will be supported by the Administrative Team, Reading Coach, 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 ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

George W. Munroe will ensure all programs used are state evidence-based programs for core and interventions. Our school ensures that all students with disabilities and English Language Learners are allowed the required accommodations in the classroom and on state assessments. We also will continue to prepare and train highly qualified teachers who support the school vision and mission in increasing student achievement.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

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.

Preparing for Postsecondary Opportunities and the Workforce

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

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.

Addressing Problem Behavior and Early Intervening Services

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

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.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit

and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

Teachers will participate in weekly Professional Learning Communities that focus on Standards Based Planning, Standards Based Instruction, Conditions for Learning, and Professional Responsibilities in an effort to build capacity and teacher content knowledge. Teachers will also participate in professional learning opportunities offered through PAEC, the district, and all other trainings directly related to supporting our school goals.

Strategies to Assist Preschool Children

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

Several local daycares/learning centers have students enrolled in their preschool program. As Principal, we share readiness checkpoints and milestones that will help with the smooth transition into our elementary school program.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

George W. Munroe along with guidance of district leaders will review and commit to monitoring and the adherence of protocols to ensure strategies and implementation is based on needs supported by data analysis. This information will be collected, published, and discussed at school board meeting among school and community stakeholders.

Specifics to Address the Need

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

Specific Resource(s):

KPALS is a program that focuses on phonemic awareness, letter-sound recognition, sight word reading, and decoding, it is a great beginning for students to gain a basic fundamental foundation for reading.

Corrective Reading and Phonics for Reading are programs for upper elementary struggling readers that uses scripted, structured lessons focused on phonics, fluency, and comprehension.

Magnetic Reading is a comprehensive foundational skills program that delivers explicit, systematic foundational skills instruction in grades K-2.

Evidence-based practices used will provide interventions through small groups and/or one on one from teacher, support staff, ESE resource staff, and ESOL support.

Rationale

We use data from multiple data points to identify student need 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.

Plan to address the need

We will implement our researched based curriculum with fidelity for Tier 1 instruction with fidelity. The implementation of the curriculum will be monitored by administrators as well as allow teachers to have collaborative input during weekly PLC's.

All teachers will be designated a specific time for interventions, and small group daily, and adjustments will be made to groups and/or classes based on progress monitoring data and teacher input.

Timeline

There will be ongoing progress monitoring after the completion of every ELA module as will as the use of progress monitoring from school, district, and state level (August 2024-May 2025)

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

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

Gadsden County Schools

GADSDEN COUNTY HIGH SCHOOL

A word cloud graphic featuring various educational and improvement-related terms. The words are arranged in a roughly circular shape. The most prominent words are 'students', 'school improvement', 'learning', 'success', 'teaching', 'relationships', 'leadership', 'mission', and 'growth'. Other words include 'family and community involvement', 'needs assessment', 'strategic planning', 'collaboration', 'vision', 'supportive environment', 'resources', 'areas of focus', 'instruction', 'growth', 'analysis', 'ambitious', 'achievement', and 'college and career'. The word 'Florida' is also present. The colors used are primarily blue and yellow. In the bottom left of the word cloud is a circular logo featuring a sun rising over a path that leads to a graduation cap.

2024-25 Schoolwide Improvement Plan

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

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

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Gadsden County High School, in partnership with community stakeholders, will provide world class customer service, a safe environment and positive school culture. The core curriculum will be diverse, standards aligned and relevant, considering the various learning styles of all students. Our core value and guidelines for success are to "Restore the R.O.A.R- Resilience, Opportunities, Academics, Respect."

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

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

Tamika Hughes-Leeks

Position Title

Principal

Job Duties and Responsibilities

Principal responsible for vision/mission execution alongside the team, accountability lead, instructional leader, ELA/reading department support, participate in small groups, support testing, discipline, master scheduling, ESE, MTSS, and all facets of the school community. Serve as a coach, teacher, counselor and supervisor in any or all areas necessary.

Leadership Team Member #2

Employee's Name

Cleanita Wiggins

Position Title

Assistant Principal

Job Duties and Responsibilities

Administrative supervisor for the following departments: Science, Social Studies, JROTC/PE and Foreign Languages. This administrator manages scheduling, instructional materials, PBIS and MTSS. Additionally, this administrator is responsible for progress monitoring for Cohort 2023 to ensure that scholars meet the graduation requirements.

Leadership Team Member #3

Employee's Name

Jonathan Wilson

Position Title

Assistant Principal

Job Duties and Responsibilities

Administrative supervisor for the following departments: ELA, ESE, ELL, and CTE. This administrator manages school safety, facilities, athletics, and MTSS. Additionally, this administrator is responsible for progress monitoring for Cohort 2024 to ensure that scholars meet the graduation requirements.

Leadership Team Member #4

Employee's Name

Angel Arnold

Position Title

ELA Department Chair/Teacher

Job Duties and Responsibilities

This instruction team leader Identifies long-range goals and specific objectives to support the ELA/ Reading department. The team leader supports peer PLCs and collaborative training structures. This team leaders also prepares, administers, and corrects tests and records results, and evaluates student achievement.

Leadership Team Member #5

Employee's Name

Joseif Pinkston

Position Title

Math Department Chair/Teacher

Job Duties and Responsibilities

This instruction team leader Identifies long-range goals and specific objectives to support the Mathematics department. The team leader supports peer PLCs and collaborative training structures. This team leaders also prepares, administers, and corrects tests and records results, and evaluates student achievement.

Leadership Team Member #6**Employee's Name**

Pierre Lewis

Position Title

Social Sciences Department Chair/Teacher

Job Duties and Responsibilities

This instruction team leader Identifies long-range goals and specific objectives to support the Social Sciences department. The team leader supports peer PLCs and collaborative training structures. This team leaders also prepares, administers, and corrects tests and records results, and evaluates student achievement.

Leadership Team Member #7**Employee's Name**

Deandrea Joseph

Position Title

Science Department Chair/Teacher

Job Duties and Responsibilities

This instruction team leader Identifies long-range goals and specific objectives to support the Science department. The team leader supports peer PLCs and collaborative training structures. This team leaders also prepares, administers, and corrects tests and records results, and evaluates student achievement.

Leadership Team Member #8**Employee's Name**

Brittany Paden

Position Title

ESE Department Lead/Program Specialist

Job Duties and Responsibilities

This ESE Compliance specialist identifies long-range goals and specific objectives to support the implementation of IEPs and individual accommodations and services for students with disabilities. The team leader supports peer PLCs and collaborative training structures.

Leadership Team Member #9

Employee's Name

Alesha Dunlap

Position Title

Electives Department Chair/Teacher

Job Duties and Responsibilities

This instruction team leader Identifies long-range goals and specific objectives to support the Electives department. The team leader supports peer PLCs and collaborative training structures. This team leaders also prepares, administers, and corrects tests and records results, and evaluates student achievement.

Leadership Team Member #10

Employee's Name

Tomeka Lightfoot

Position Title

Reading Coach

Job Duties and Responsibilities

This instructional coach Identifies long-range goals and specific objectives to support the implementation of literacy standards benchmarks across all content areas. The team leader supports peer PLCs and collaborative training structures. This team leaders also prepares, administers, and corrects tests and records results, and evaluates student achievement.

Leadership Team Member #11

Employee's Name

Ja'Lia Randolph

Position Title

School Counselor/Department Chair

Job Duties and Responsibilities

This instruction team leader Identifies long-range goals and specific objectives to support the

Guidance department. The team leader supports peer PLCs and collaborative training structures. This team leaders also prepares, administers, and corrects tests and records results, and evaluates student achievement.

Leadership Team Member #12

Employee's Name

Erin Shields

Position Title

Teacher on Assignment (Testing and Title I Coordinator)

Job Duties and Responsibilities

Skills in written and oral communication, planning, and organization. Knowledge of current educational trends, methods, research, and technology. In-depth knowledge of assigned curriculum, program, or service area. Ability to collect, analyze and interpret data. Ability to work collaboratively with others.

Leadership Team Member #13

Employee's Name

Dr. Myeshia Carroll

Position Title

Nursing Program Coordinator and Clinic Director

Job Duties and Responsibilities

Partnered program facilitation providing advanced healthcare services for students and the Gadsden County Schools community.

Leadership Team Member #14

Employee's Name

Delores Quintero

Position Title

Office Manager

Job Duties and Responsibilities

Broad knowledge of business machines. Computer proficiency. Good oral and written communication skills. Problem-solving skills. Quick learner. Confidentiality. Bookkeeping skills. Cooperation / teamwork. Organizational skills.

Leadership Team Member #15

Employee's Name

Alesia Grimsley

Position Title

CTE Department Chair/Teacher

Job Duties and Responsibilities

This instruction team leader Identifies long-range goals and specific objectives to support the CTE department. The team leader supports peer PLCs and collaborative training structures. This team leaders also prepares, administers, and corrects tests and records results, and evaluates student achievement.

Leadership Team Member #16

Employee's Name

Christopher Rodier

Position Title

World Languages Department Chair/Teacher

Job Duties and Responsibilities

This instruction team leader Identifies long-range goals and specific objectives to support the World Languages department. The team leader supports peer PLCs and collaborative training structures. This team leaders also prepares, administers, and corrects tests and records results, and evaluates student achievement.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

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

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

The development of the School Improvement Plan (SIP) at Gadsden County High School involved a comprehensive process to engage diverse stakeholders, ensuring the plan reflected the needs and priorities of the entire school community, as outlined by ESEA 1114(b)(2). The process began with forming a representative stakeholder committee, which included members of the school leadership team, teachers, school staff, parents, students, families, and local community partners. This committee provided a platform for open dialogue through structured meetings, focus groups, and community forums where stakeholders could share insights and feedback on key issues, such as academic performance, school climate, and resource allocation. Data collection methods, including surveys and questionnaires, were used to capture input from a broader audience, ensuring that all voices, especially those of parents and students, were heard.

Once the initial data was gathered, the school leadership team collaborated with stakeholders to analyze the information and identify priorities. These priorities guided the development of SIP goals and action plans. Drafts of the SIP were shared with stakeholders for review and refinement, allowing for a feedback loop that ensured the plan was both practical and aligned with community needs. Consensus was built through iterative discussions, culminating in final approval by the School Advisory Council. Throughout this process, stakeholders' input was not only valued but actively integrated, ensuring that the resulting SIP addressed the real challenges faced by the school. This collaborative approach fostered a sense of ownership and commitment among all parties involved, laying a strong foundation for successful implementation and continuous improvement.

SIP Monitoring

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

The School Improvement Plan (SIP) at Gadsden County High School will be regularly monitored to ensure its effective implementation and positive impact on student achievement, especially for those

with the greatest achievement gaps, as required by ESEA 1114(b)(3). This process will involve ongoing data collection and analysis to track progress toward the SIP's goals. Key performance indicators, such as standardized test scores, attendance rates, and behavior reports, will be reviewed periodically by the school leadership team. Teachers and staff will conduct regular formative assessments to measure student progress, particularly focusing on those historically underserved or facing significant achievement gaps. Progress reports will be shared with stakeholders—parents, teachers, students, and community members—through scheduled meetings and progress updates, ensuring transparency and continuous engagement.

Stakeholder feedback plays a critical role in this monitoring process. The school will host quarterly review meetings, where representatives from the leadership team, parents, students, and community leaders can discuss progress and provide input on necessary adjustments. Feedback from these sessions will help identify areas that may require modifications to strategies or resources. Additionally, ongoing focus groups will be conducted to gather qualitative insights from the broader school community. Based on this collective feedback and performance data, the SIP will be revised as needed to address emerging challenges and ensure it remains responsive to the students' needs. This dynamic, iterative approach ensures that the SIP remains a living document, fostering continuous improvement and helping all students, especially those facing the greatest obstacles, meet state academic standards.

D. Demographic Data

2024-25 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
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	96.3%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) NATIVE AMERICAN STUDENTS (AMI)* BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: C 2022-23: C* 2021-22: C 2020-21: 2019-20:

E. 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 (2024-25)

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days					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 (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

Current Year (2024-25)

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

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	31	32	55	27	28	50	27	28	51
ELA Grade 3 Achievement **									
ELA Learning Gains	43	42	57				40		
ELA Learning Gains Lowest 25%	43	42	55				38		
Math Achievement *	21	21	45	11	11	38	20	37	38
Math Learning Gains	35	35	47				29		
Math Learning Gains Lowest 25%	52	51	49				43		
Science Achievement *	51	59	68	61	61	64	26	21	40
Social Studies Achievement *	84	95	71	84	86	66	76	29	48
Graduation Rate	76	76	90	78	78	89	83	29	61
Middle School Acceleration								43	44
College and Career Readiness	52	52	67	49	49	65	50	89	67
ELP Progress	32	32	49	44	28	45	41		

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

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	47%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	520
Total Components for the FPPI	11
Percent Tested	96%
Graduation Rate	76%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
47%	48%	43%	32%		40%	42%

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

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	35%	Yes	1	
English Language Learners	44%	No		
Native American Students	33%	Yes	1	
Black/African American Students	49%	No		
Hispanic Students	44%	No		
White Students	41%	No		
Economically Disadvantaged Students	49%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	44%	No		
English Language Learners	44%	No		
Black/African American Students	50%	No		
Hispanic Students	44%	No		
White Students	34%	Yes	1	
Economically Disadvantaged Students	53%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	41%	No		
English Language Learners	32%	Yes	3	

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Native American Students				
Asian Students				
Black/African American Students	43%	No		
Hispanic Students	44%	No		
Multiracial Students	45%	No		
Pacific Islander Students				
White Students	47%	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. (pre-populated)

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%					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%	

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	27%				11%			61%	84%		78%	49%	44%
Students With Disabilities	19%				19%			64%	67%		77%	20%	
English Language Learners	31%				10%			83%			52%	62%	28%
Black/African American Students	25%				10%			55%	81%		82%	49%	
Hispanic Students	34%				12%			69%			73%	53%	25%
White Students	32%				36%								
Economically Disadvantaged Students	28%				12%			61%	83%		82%	49%	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	27%		40%	38%	20%	29%	43%	26%	76%		83%	50%	41%
Students With Disabilities	24%		32%	29%	21%	36%	43%	38%	64%		85%	36%	
English Language Learners	25%		45%	44%	20%	22%		20%			36%		41%
Native American Students													
Asian Students													
Black/African American Students	25%		39%	38%	19%	30%	42%	24%	75%		88%	48%	
Hispanic Students	29%		41%	33%	22%	30%	47%	25%	86%		72%	57%	39%
Multiracial Students	45%												
Pacific Islander Students													
White Students	67%		27%										
Economically Disadvantaged Students	28%		39%	37%	20%	28%	41%	26%	75%		84%	52%	27%

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.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	10	32%	35%	-3%	53%	-21%
Ela	9	30%	33%	-3%	53%	-23%
Biology		51%	41%	10%	67%	-16%
Algebra		18%	26%	-8%	50%	-32%
Geometry		24%	24%	0%	52%	-28%
History		92%	83%	9%	67%	25%
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		28%	27%	1%	16%	12%
Geometry		8%	7%	1%	21%	-13%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Biology		12%	10%	2%	27%	-15%
Algebra		19%	19%	0%	17%	2%
Geometry		18%	17%	1%	16%	2%
History		* 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?

While the improvement may be viewed as marginal, GCHS increase ELA proficiency from 27% to 31% for a 4% increase across all assessed learners.

Lowest Performance

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

Algebra I proficiency remains the most critical area. While no loss was presented, our gain on the Algebra I assessment moved GCHS to 21% up 10% from last year. 1. We will pair our new teachers with mentors in the school community and provide real-time support to ensure they have all the support needed to help our scholars excel academically. 2. Contributing to last year's low performance is a lack of rigorous instruction, a lack of differentiated support, and a lack of learning tasks aligned with curriculum standards. The administrative team will develop a regular walkthrough schedule to monitor task and curriculum standard alignment, conduct PLCs based on walkthrough data to improve student data outcomes and monitor for effective use of research-based teaching and learning strategies to improve scholar outcomes school-wide.

Greatest Decline

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

Biology showed the largest decline from the previous school year dropping 10% to 51% on the Biology assessment. One factor that contributed to this decline was lack of teacher consistency in some classrooms, which increases the number of days with substitutes in Biology classrooms. The Math department collaborated to help provide instructional materials and lesson to support instruction in those impacted classes, however, student-centered learning and engagement suffered as a result

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.

Algebra 1 had the largest gap when compared to state proficiency averages. (22% of students at our school demonstrated proficiency on the Algebra 1 EOC compared to the state average of 50%) A major factor that contributed to this large gap was teacher turnovers and illnesses that resulted numerous days without a certified teacher in those impacted classrooms. Despite efforts to share resources and develop lessons that would support student learning in the absence of the teacher of record, standards-based instruction was negatively impacted with the decline of student-centered learning and engagement levels.

EWS Areas of Concern

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

One area of concern includes the number of students that were absent 10% or more of the school year. nearly 300 students were absent at least 10% of the school days for the 2023-2024 school year, with the concern distributing across all four grade levels.

Highest Priorities

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

1. Standards-based instruction with appropriate levels of rigor in all classrooms. 2. Increasing student engagement in all content areas 3. Using formative assessment and timely feedback to empower students. 4. Using writing to promote learning in all content areas. 5. Promoting Effective Communication to Enhance Learning.

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

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

There is a direct correlation between math proficiency and college and career readiness. GCHS will focus on the implementation of math skills at all levels of college and career readiness in order to increase articulation with its middle school. Students will build learning stamina and a greater appreciation for mathematics by administration supporting teacher capacity through continuous professional development, relating skills and standards making real world connections, promoting learning environments that support standard aligned instruction and create non-accountability progress monitoring tools.

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 the end of the 2023-24 school year Mathematics showed the lowest performance rate for the 2023-2024 school year. In Algebra I, our proficiency rate indicated that 21% of assessed students scored at Level 3 or above. Students and staff will increase attendance by 8-10% analyzed by quarters, along with, Algebra 1 scores will improve by 15%. Students and staff will conduct data chats and plan for remediation in mathematical areas under 50% pass rates, and build learning environments that provide evidence of aligning resources to FAST and BEST resources.

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 will occur through administrative walkthroughs, formative assessments, progress monitoring, PLC and collaborative planning documentation connected to FAST PM1 and PM2 testing data.

Person responsible for monitoring outcome

Tamika Hughes-Leeks, Principal

Evidence-based Intervention:

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

Description of Intervention #1:

Implementation of Professional Learning Communities (PLC) focused on standards-based planning, student work analysis protocol, development of common assessments and data disaggregation by course, class and individual student trends is our primary intervention. Intentional planning aligning mathematical content to the state standards and benchmarks and district-allocated resources will yield proficiency.

Rationale:

Identification of structured support in lesson and unit development through common-planning in the Mathematics Professional Learning Community. A positive and collaborative development environment will aid in building teacher capacity through peer support and ownership.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Utilize data to organize students to interact with content in manners which differentiate/scaffold instruction to meet the needs of every student. The application of WICOR strategies aligned to student growth opportunities will increase academic outcomes.

Rationale:

Intentional crafting an educational experience that increases student engagement in the learning process will elevate student access to content-rich, complex tasks and collaborative structures.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Monitor trend analysis of course-specific units.

Person Monitoring:

Joseif Pinkston

By When/Frequency:

Bi-weekly

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

Math teachers engage in course-specific PLCs to review module, cycle and formative assessment data to determine areas of low proficiency and identify trends to develop remediation needs for students and next steps to create module and/or quarterly spiral reteaching/reassessing plans.

Action Step #2

Shift learning approach from teacher-led instruction to student-centered acquisition.

Person Monitoring:

Joseif Pinkston

By When/Frequency:

Bi-weekly

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

Identify high-yield WICOR strategies and collaborative structures to aid an increase in "chunking" lessons to incorporate opportunities for student accountable talk, in-lesson feedback and peer-to-peer data chats.

Action Step #3

Increased focus on literacy-rich instruction across content.

Person Monitoring:

Tamika Hughes-Leeks

By When/Frequency:

Weekly

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

Instructional staff will implement CER/CEE writing strategies, text-dependent questioning, and focused note-taking and vocabulary acquisition in all core content areas.

Area of Focus #2

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

Instructional Practice specifically relating to ELA, Social Studies

Area of Focus Description and Rationale

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

Our current proficiency as evidenced by the 2023-24 FAST PM3 assessment . We expect academic lev Student achievement and mastery will increase due to greater student capacity in writing, reading comprehension, vocabulary acquisition and consistent use of collaborative structures during instruction.

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.

- The percentage of 10th grade students achieving ELA proficiency from 31% to 50% as measured on the BEST ELA Assessment.

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 will occur through administrative walkthroughs, district-level assessments, formative assessments, progress monitoring, PLC and collaborative planning documentation connected to PM1 and PM2 testing data.

Person responsible for monitoring outcome

Jonathan Wilson(ELA) and Cleanita Wiggins(Social Studies)

Evidence-based Intervention:

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

Description of Intervention #1:

Implementation of Professional Learning Communities (PLC) focused on standards-based planning, student work analysis protocol, development of common assessments and data disaggregation by course, class and individual student trends is our primary intervention. Intentional planning aligning mathematical content to the state standards and benchmarks and district-allocated resources will yield proficiency.

Rationale:

Identification of structured support in lesson and unit development through common-planning in the Mathematics Professional Learning Community. A positive and collaborative development environment will aid in building teacher capacity through peer support and ownership.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Utilize data to organize students to interact with content in manners which differentiate/scaffold instruction to meet the needs of every student. The application of WICOR strategies aligned to student growth opportunities will increase academic outcomes.

Rationale:

Intentional crafting an educational experience that increases student engagement in the learning process will elevate student access to content-rich, complex tasks and collaborative structures.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Students Using Anchor Charts

Person Monitoring:

Angel Arnold

By When/Frequency:

Bi-weekly

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

Anchor charts are scaffolds posted around the classroom that hold the content necessary for students to engage in higher order thinking in support of the benchmark they are practicing.

Action Step #2

Monitor trend analysis of content-specific units.

Person Monitoring:

Tomeka Lightfoot

By When/Frequency:

Bi-weekly

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

Teachers engage in course-specific PLCs to review module, cycle and formative assessment data to determine areas of low proficiency and identify trends to develop remediation needs for students and next steps to create module and/or quarterly spiral reteaching/reassessing plans.

Action Step #3

Shift learning approach from teacher-led instruction to student-centered acquisition.

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:

Identify high-yield WICOR strategies and collaborative structures to aid an increase in "chunking" lessons to incorporate opportunities for student accountable talk, in-lesson feedback and peer-to-peer data chats.

Action Step #4

Increased focus on literacy-rich instruction across content.

Person Monitoring:

Angel Arnold

By When/Frequency:

Weekly

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

Instructional staff will implement CER/CEE writing strategies, text-dependent questioning, and focused note-taking and vocabulary acquisition in all core content areas.

Action Step #5

Expose students to BEST texts aligned to benchmarks.

Person Monitoring:

Tomeka Lightfoot

By When/Frequency:

Bi-weekly

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

Students will explore the application of skills aligned to BEST standards through access to text listed in the BEST benchmarks on the state assessment.

Area of Focus #3

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

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

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

Students will increase academic growth by access to hands-on application through experimentation and by administration supporting teacher capacity through continuous professional development, relating skills and standards making real world connections, promoting learning environments that support standard aligned instruction and create accountability progress monitoring tools.

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.

- The percentage of students achieving proficiency will increase from 51% to 65 % as measured on the Biology EOC Assessment.

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 will occur through administrative walkthroughs, district-level assessments, formative assessments, progress monitoring, PLC and collaborative planning documentation connected to FAST PM1 and PM2 testing data.

Person responsible for monitoring outcome

Cleanita Wiggins

Evidence-based Intervention:

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

Description of Intervention #1:

Implementation of Professional Learning Communities (PLC) focused on standards-based planning, student work analysis protocol, development of common assessments and data disaggregation by

course, class and individual student trends is our primary intervention. Intentional planning aligning mathematical content to the state standards and benchmarks and district-allocated resources will yield proficiency.

Rationale:

Identification of structured support in lesson and unit development through common-planning in the Mathematics Professional Learning Community. A positive and collaborative development environment will aid in building teacher capacity through peer support and ownership.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Utilize data to organize students to interact with content in manners which differentiate/scaffold instruction to meet the needs of every student. The application of WICOR strategies aligned to student growth opportunities will increase academic outcomes.

Rationale:

Intentional crafting an educational experience that increases student engagement in the learning process will elevate student access to content-rich, complex tasks and collaborative structures.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Hands-on application of scientific labs and related activities.

Person Monitoring:

Deandrea Joseph

By When/Frequency:

Monthly

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

Students will have the opportunity to interact with biological science based laboratory exercises to reinforce the theoretical knowledge provided through consistent instructional practice.

Action Step #2

Monitor trend analysis of course-specific units.

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:

Science teachers engage in course-specific PLCs to review module, cycle and formative assessment data to determine areas of low proficiency and identify trends to develop remediation needs for students and next steps to create module and/or quarterly spiral reteaching/reassessing plans.

Action Step #3

Shift learning approach from teacher-led instruction to student-centered acquisition.

Person Monitoring:

Deandrea Joseph

By When/Frequency:

Weekly

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

Identify high-yield WICOR strategies and collaborative structures to aid an increase in "chunking" lessons to incorporate opportunities for student accountable talk, in-lesson feedback and peer-to-peer data chats.

Action Step #4

Increased focus on literacy-rich instruction across content.

Person Monitoring:

Deandrea Joseph

By When/Frequency:

Weekly

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

Instructional staff will implement CER/CEE writing strategies, text-dependent questioning, and focused note-taking and vocabulary acquisition in all core content areas.

Area of Focus #4

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

ESSA Subgroups specifically relating to Native American Students (AMI), Black/ African American Students (BLK), Hispanic Students (HSP)**Area of Focus Description and Rationale**

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

Our current level of performance is 34%, as evidenced by the 2023-2024 FAST ELA grades 9 and 10 proficiency of black students. We expect our performance level to be 53% by the end of the 2024-2025 school year. The problem/gap is occurring because of the high percentage of black students who are scoring below the proficiency level on the FAST ELA assessment.

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.

- The percentage of black students scoring as proficient will increase from 30% and 22% to 40% respectively on the BEST ELA Assessment and Algebra I Assessment.
- The percentage of ELL students scoring as proficient will increase from 37% and 17% to 40% respectively on the BEST ELA Assessment and Algebra I Assessment.
- The percentage of Native American students scoring as proficient will increase from 33% and 16% to 40% respectively on the BEST ELA Assessment and Algebra I Assessment.

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 will occur through administrative walkthroughs, district-level assessments, formative assessments, progress monitoring, PLC and collaborative planning documentation connected to BEST PM1 and PM2 testing data.

Person responsible for monitoring outcome

Jonathan Willson

Evidence-based Intervention:

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

Description of Intervention #1:

If teachers create engaging lessons utilizing culturally relevant teaching practices that are task and target aligned to the BEST standards and use authentic student work samples to drive teaching and learning, then teacher effectiveness will improve, and students will apply the content at a higher level of rigor and autonomy to increase proficiency by 10% as measured by FAST. These strategies are needed to assist teachers by helping them maximize their instructional impact. The criteria used to make this determination is our FSA ELA results, cycle data, and guidance from our ELA team.

Rationale:

To enhance staff capacity so as to analyze and utilize data to drive instruction and differentiation through equitable practices.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Identification and integration of academic and behavioral interventions for Black students meeting two or more Early Warning System categories.

Person Monitoring:

Joseph Spells

By When/Frequency:

Weekly

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

Provide extension services inclusive of tutoring and test preparation through the Extended Learning

Program. Intensive mentoring support through one of our partnership initiatives: ABELLA, Girlfriends, 5000 Role Models, PMAC Ambassadors, and FAMU?FSU TRIO programming. Integration of PBIS reward systems targeting attendance and minor infractions.

Action Step #2

Shift learning approach from teacher-led instruction to student-centered acquisition.

Person Monitoring:

Tomeka Lightfoot

By When/Frequency:

Weekly

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

Identify high-yield WICOR strategies and collaborative structures to aid an increase in "chunking" lessons to incorporate opportunities for student accountable talk, in-lesson feedback and peer-to-peer data chats.

Area of Focus #5

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

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

Our current level of performance is 39 percent achievement, as evidenced in the ESSA Federal Index (2023). The gap is occurring due to the need for increased differentiation and support within the core classrooms. If an increased model of support within Math classes and Reading classes specifically would occur, including progress monitoring for specialized instruction, the performance would increase by at least 10 percent.

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.

- The percentage of SWD students scoring as proficient will increase from 14% and 11% to 40% respectively on the BEST ELA Assessment and Algebra I Assessment.

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.

Administration and our ESE team will be assigned specific students to monitor their school attendance, school disciplinary concerns, and academic performance.

Person responsible for monitoring outcome

Brittany Paden

Evidence-based Intervention:

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

Description of Intervention #1:

Support students with disabilities in learning the foundational skills they need to engage in rigorous, grade-level content. ESE teachers to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student. Rationale:

Rationale:

The criteria used to make this determination is our ESSA Federal Index and input from our ESE department. This strategy is necessary to help teachers maximize their instructional impact on Students with Disabilities.

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Use of Equitable Communication

Person Monitoring:

Brittany Paden

By When/Frequency:

Monthly

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

Provide multiple opportunities for students to engage in and respond to instruction using their primary mode of communication, which may include the use of augmentative or alternative communication systems.

Action Step #2

Data-review and Intervention Implementation

Person Monitoring:

Joseph Spells

By When/Frequency:

Monthly

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

Review school-based disaggregated data and thoughtfully plan for remediation and enrichment interventions. Implement academic monitoring meetings with families of students who meet two or more Early Warning signs to identify areas that need active interventions.

Action Step #3

Use of Graphic Organizing System

Person Monitoring:

Q'vanda Curry

By When/Frequency:

Bi-weekly

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

Students will be introduced to a variety of note-taking, graphic organizers to increase collection, review and retention of critical information.

Area of Focus #6

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

Graduation/Acceleration specifically relating to Graduation**Area of Focus Description and Rationale**

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

Our 2023/24 Graduation rate was 76%. Instructional practices specifically relating to standards aligned instruction will focus on supporting teacher with research-based practices that will follow state adopted standards within the specific content area.

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.

The percentage of 12th grade students achieving on-time graduation will increase from 96% to 99%, as measured by the FLDOE 2024-2025 final graduation rate.

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 will be targeted to the needs of each senior. Our team will focus on credit needs and testing needs to meet graduation requirements. Students needing intensive support will receive help through our graduation enhancement program (one to one support from teachers of various core content).

Person responsible for monitoring outcome

JaLia Randolph

Evidence-based Intervention:

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

Description of Intervention #1:

Off-track students who lack the literacy and math skills needed to meet state testing requirements will be scheduled into a specifically designed class that will provide them with small group instruction and personalized practice using the Savvas io platform for ACT/SAT/CLT test prep. This will be in addition to the Intensive Reading and traditional math classes

Rationale:

SAVVAS informs us that students who do not meet predictive passage to earn a concordant score on the ACT and/or SAT assessments. At this time, we do not have data correlating to success on the CLT, but results are showing a high rate of students earning concordant scores on the CLT assessment.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Cohort Monitoring and Remediation

Person Monitoring:

Joseph Spells

By When/Frequency:

Weekly

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

Ensuring students assigned to correct courses to meet graduation requirements. Ensuring all seniors needing assessments to graduate have multiple opportunities and tutoring supports to meet testing requirements. Research coursework and Extended Learning provides one to one support to help students meeting required credits. Clear communication with families about the needs of their student in order to graduate high school.

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

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

Consistently implemented school-wide processes help students understand the importance positive behavior has on learning. All staff members desire to build positive and supportive relationships with scholars but need opportunities to better understand the impact of scholars' cultural reference on the

learning environment. According to discipline data, our scholars received 615 referrals this school year. 203 out of 354 scholars received discipline referrals.

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.

Reduce the number of referrals from 615 to 553 (decrease by 10%) as evidenced by school discipline 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.

The SBLT and PBIS committees will monitor and review discipline data on a monthly basis to identify trends, develop strategies and monitor PBIS schoolwide implementation in order to improve discipline outcomes within the school community.

Person responsible for monitoring outcome

Jonathan Wilson

Evidence-based Intervention:

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

Description of Intervention #1:

If we continue to utilize and highlight the importance of PBIS, the problem of engagement and discipline would be reduced by establishing and maintaining positive relationships and high expectations with all students. If positive behavioral expectations for students are clearly defined, communicated, agreed on, implemented by staff, explicitly taught to students, and celebrated when met, the problem would be reduced by students better understanding behavioral expectations.

Rationale:

By implementing the core components of PBIS & Restorative Practices, using techniques such as circles and community activities, we will build relationships and community, increase students' sense of belonging, fairness, support, and positive interactions with teachers and peers.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Train staff on the PBIS Schoolwide Guidelines for Success

Person Monitoring:

Pierre Lewis

By When/Frequency:

Monthly

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

GCHS will develop and fortify a nurturing school culture and environment by addressing the following: 1. Using Tier 1 PBIS Behavior Expectations (Restore the R.O.A.R) which are culturally relevant and evident in each classroom and common area throughout the school. 2. Explain PBIS Guidelines for Success (Restore the R.O.A.R.) with all staff during in-service trainings and revisiting during scheduled site-based trainings.

Action Step #2

Train Students on PBIS

Person Monitoring:

Tamika Hughes-Leeks

By When/Frequency:

Quarterly

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

Explicitly teaching Tier 1 PBIS Behavior Expectations (Restore the R.O.A.R), during Quarter 1 through mini lessons delivered by administration each period of the day, at quarterly assemblies managed periodically throughout the school year via CANVA.

Action Step #3

Implementation of the Schoolwide PBIS plan.

Person Monitoring:

Pierre Lewis

By When/Frequency:

Weekly

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

5. Utilizing a weekly student rewards system to recognize students who follow PBIS Behavior Expectations (Restoring the R.O.A.R.). Routinely recognizing teachers/staff for use of district Core Values and for demonstrating the PBIS Behavior Expectation. Continued use of Minor Infraction/ Behavior Support forms to provide opportunities for misbehaviors to be addressed through classroom interventions and progressive discipline. Implementing a PBIS Committee with a representation of various stakeholders, to improve outcomes regarding behavior, social, emotional, and academic growth.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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

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

The school's webpage where the SIP is available is located at gchs.gadsdenschools.org/abouttheschool.

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

The school's webpage where the PFEP is available is located at gchs.gadsdenschools.org/TitleI. We work to build support with all stakeholders through a variety of events we host on our campus from SAC, PTO, Academy Nights, College and Career Nights, Athletics, and Band, Open House, Freshmen Orientation, School Tours and Shadowing and more. Our goal is to have support from each and every family

Plans to Strengthen the Academic Program

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

Our school is fully staffed with a student services team of people to assist students with any need that should arise. We have a VE Specialist, two deans, a social worker, a school psychologist, three counselors, and three assistant principals. These individuals provide support in all areas listed above

to support our students and their success.

Our plan to strengthen our academic program is to incorporate more enriching and accelerated opportunities for each student at every grade level. This is indicative of access to a variety of tracks for college and career readiness inclusive of Honors, Pre-AP, AP, DE, AICE, or Industry Certification courses over the span of four years.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

A multitude of stakeholders assisted in the development of our plan. Student and staff feedback, parent survey data, SAC and community input was gathered to generate and refine our 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. (ESEA 1114(b)(7)(iii)(I))

Our school is fully staffed with a student services team of people to assist students with any need that should arise. We have a VE Specialist, two deans, a social worker, a school psychologist, three counselors, and three assistant principals. These individuals provide support in all areas listed above to support our students and their success.

Preparing for Postsecondary Opportunities and the Workforce

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

Our school supports postsecondary education and opportunities for all students through our program offerings in Agribusiness, AVID, Business Systems and Entrepreneurship, Culinary Arts, JROTC, Nursing and Dual Enrollment opportunities.

Addressing Problem Behavior and Early Intervening Services

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

Our school wide MTSS process focuses on four core values: Resilience, Opportunity, Academics and Respect. We monitor and collect data on these four areas throughout the school year and reward students for their positive attendance, positive behaviors, and great achievement. Our proactive approach to using positive support systems has mitigated the amount of concerning behaviors on our campus; thus, allowing our student services team to provide more intensive supports to students who are identified through data analysis and Early Warning Systems.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

Our school is developing a tiered system of professional development that incorporates staff members collaborating in professional learning communities to review student achievement and plan on interventions and adjustments to instruction. "An Apple a Day" where staff members visit other teachers' classrooms to observe high impact teaching strategies. 30/30 learning sessions to learn new instructional, social-emotional, and collaborative strategies in an experiential environment to help our students succeed.

Strategies to Assist Preschool Children

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

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 (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

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

- **Identify Student Needs:**
 - Assess the unique needs of students with disabilities using individualized education plans (IEPs), 504 plans, and other relevant documentation.
 - Consider social-emotional, cultural, and linguistic factors alongside academic and disability-related needs.
- **Evaluate Current Resources:**
 - Review current academic interventions, support services, staffing levels, assistive technologies, and funding allocation.
- **Establish Feedback Loops:**
 - Regularly gather input from stakeholders to refine approaches.
- **Update Plans Annually:**
 - Adjust strategies based on evolving student needs and resource effectiveness.

Specifics to Address the Need

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

Resources

Reading and math intervention programs tailored to students with disabilities. and ELLs.

Disaggregated student data (School assessments, State assessments, EWS data, teacher observations, etc) shows students with disabilities underperform in literacy and math compared to peers.

PAEC School Culture and Climate Resources and Supports

School Social Worker

Rationale

Classroom observations highlight the need for adjustments to the instructional model with additional behavioral support to maximize teacher effectiveness.

Attendance and disciplinary data indicate higher rates of absenteeism and behavioral incidents

Plan

Phase 1: Needs Assessment | Review data on student outcomes, attendance, and feedback from families and staff. Aug 2024 - Oct 2024

Phase 2: Planning | Identify priority resources and partnerships. Develop implementation plans with measurable goals. Oct 2024

Phase 3: Implementation | Roll out interventions, training, and new resources. Begin monitoring initial

outcomes. | Oct 2024 - May 2025

Phase 4: Evaluation | Assess resource effectiveness using academic, behavioral, and survey data.

Refine strategies as needed. Ongoing throughout the school year

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

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

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

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

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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

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

Tireshia Galloway

Position Title

Principal

Job Duties and Responsibilities

Responsible for overseeing the implementation of the School Improvement Plan (SIP) and collaborating with the leadership team to analyze data for monitoring the SIP. Leads instructional shifts that need to occur based on progress monitoring.

Leadership Team Member #2

Employee's Name

Aayana Kenon

Position Title

Assistant Principal

Job Duties and Responsibilities

Responsible for overseeing and progress monitoring:

- ELA, math, science and social studies data in grades 7-12
- On-going intervention plans and data analysis and reporting for continuous improvement for all core subjects in grades 7-12.
- Graduation rate monitoring and support
- High school acceleration monitoring and support
- Teacher coaching and professional learning in grades 7-12

Leadership Team Member #3

Employee's Name

Shaikia Bonner

Position Title

Assistant Principal

Job Duties and Responsibilities

Responsible for overseeing and progress monitoring:

- ELA, math, science and social studies data in grades K-6
- On-going intervention plans and data analysis and reporting for continuous improvement for all core subjects in grades K-6.
- Reading deficiencies monitoring and support
- Student enrichment monitoring and support
- Teacher coaching and professional learning in grades K-6

Leadership Team Member #4

Employee's Name

De'Garryan Andrews

Position Title

Reading Coach

Job Duties and Responsibilities

Responsible for:

- Provide instructional coaching to teachers, based on their needs
- On-going intervention plans and data analysis and reporting for continuous improvement for all ELA courses
- Providing tier 3 intervention in reading
- Progress monitoring data sets and organizing targeted interventions by day and standard

Leadership Team Member #5

Employee's Name

Chandrea Poole

Position Title

Mathematics Coach

Job Duties and Responsibilities

Responsible for:

- Provide instructional coaching to teachers, based on their needs
- On-going intervention plans and data analysis and reporting for continuous improvement for all math courses
- Providing tier 3 intervention in math
- Progress monitoring data sets and organizing targeted interventions by day and standard

Leadership Team Member #6

Employee's Name

Lina Douglas

Position Title

Data Entry

Job Duties and Responsibilities

Responsible for:

- Monitoring student attendance and intervening when students experience excessive absences
- Monitoring student early warning signs, such as course failures and course history

Leadership Team Member #7

Employee's Name

Jordan Sonnevile

Position Title

Science Instructor

Job Duties and Responsibilities

Responsible for:

- Helping to analyze science data and developing standard aligned lesson plans to support weak skills identified
- Assist with intervention plans related to science
- Provide tier 3 intervention in science

Leadership Team Member #8

Employee's Name

Chelsea Franklin

Position Title

Academic Officer

Job Duties and Responsibilities

Responsible for delivering professional learning opportunities for the administrative team, leadership team, and teachers, ensuring alignment with high-quality instructional practices.

Leadership Team Member #9

Employee's Name

Roy Howard

Position Title

Dean

Job Duties and Responsibilities

Responsible for supporting and promoting a safe learning environment.

Leadership Team Member #10

Employee's Name

Tamara Preston

Position Title

Early Learning Director

Job Duties and Responsibilities

Oversees enrollment efforts and pre-k early learning programs to retain CACS students on our K-12 pipeline.

Leadership Team Member #11

Employee's Name

Ieisha Galloway

Position Title

Guidance Counselor

Job Duties and Responsibilities

Provide academic advisement for students, conduct schedule audits, develop tracks/plans for

secondary students post-graduation transitions, provide academic improvement plans for individual students, monitor the multi-warning systems student target list. Facilitate schoolwide testing alongside the assistant principals to ensure an effective assessment process is followed.

Leadership Team Member #12

Employee's Name

Qualandria Brookens

Position Title

School Mental Health Counselor

Job Duties and Responsibilities

Provide ESE, 504, MTSS plan support for individual students; support all students to achieve positive social/emotional well being. Promote positive mental health initiatives and campaigns to rally students around being mentally and physically healthy.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

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

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

We involve all of our school stakeholders in the school improvement process by inviting them to our monthly SAC meetings. These SAC meetings are advertised in our schoolwide Remind, on our website and broadcasted on our school marquee. Their informal and formal feedback is implemented in our school improvement plan or process.

SIP Monitoring

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

The School Advisory Council meets monthly to create, review, revise, and progress monitor the SIP. Leadership team meetings ensure the modifications and implementation of the plan is executed.

D. Demographic Data

2024-25 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
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	99.4%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	YES
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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 <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: B 2022-23: C* 2021-22: B 2020-21: 2019-20:

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	1	22	16	18	12	14	13	11	12	119
One or more suspensions					4	1	3	11	3	22
Course failure in English Language Arts (ELA)					1		1			2
Course failure in Math					1	1				2
Level 1 on statewide ELA assessment		6	7	7	2	5	11	7	13	58
Level 1 on statewide Math assessment		3	6	8	3	4	14	4	17	59
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

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	5	2	5	4	3	8	6	6	40

Current Year 2024-25

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

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

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

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

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Absent 10% or more school days										0
One or more suspensions										0
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
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

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

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

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Students with two or more indicators										0

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

The number of students retained:

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

2. Grades 9-12 (optional)

Current Year (2024-25)

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days					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 (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

Current Year (2024-25)

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

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	50	32	58	44	32	53	55	33	55
ELA Grade 3 Achievement **	60	45	59	69	47	56			
ELA Learning Gains	56	46	59				52		
ELA Learning Gains Lowest 25%	58	49	54				43		
Math Achievement *	44	37	59	39	33	55	43	39	42
Math Learning Gains	51	50	61				46		
Math Learning Gains Lowest 25%	54	55	56				42		
Science Achievement *	26	21	54	24	20	52	29	33	54
Social Studies Achievement *	48	45	72	45	38	68	73	43	59
Graduation Rate	91	63	71	98	70	74	100	27	50
Middle School Acceleration	57	48	71	43	56	70	39	46	51
College and Career Readiness	95	89	54	95	69	53	90	58	70
ELP Progress	74	57	59	44	50	55	65	59	70

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

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	59%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	764
Total Components for the FPPI	13
Percent Tested	97%
Graduation Rate	91%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
59%	57%	56%	51%		68%	70%

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

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	34%	Yes	4	
English Language Learners	50%	No		
Black/African American Students	53%	No		
Hispanic Students	59%	No		
Economically Disadvantaged Students	58%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	19%	Yes	3	1
English Language Learners	44%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Black/African American Students	57%	No		
Hispanic Students	59%	No		
Economically Disadvantaged Students	56%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	39%	Yes	2	
English Language Learners	49%	No		
Native American Students				
Asian Students				
Black/African American Students	54%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Hispanic Students	50%	No		
Multiracial Students				
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	56%	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. (pre-populated)

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%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	44%	69%			39%			24%	45%	43%	98%	95%	44%
Students With Disabilities	21%				17%								
English Language Learners	41%				47%			27%					59%
Black/African American Students	43%	64%			34%			24%	39%	50%	100%	100%	
Hispanic Students	47%	80%			45%			23%	50%	36%	94%	88%	65%
Economically Disadvantaged Students	44%	66%			37%			22%	42%	41%	97%	94%	58%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	55%		52%	43%	43%	46%	42%	29%	73%	39%	100%	90%	65%
Students With Disabilities	36%		45%		36%								
English Language Learners	52%		57%	57%	44%	54%		22%	50%	36%			65%
Native American Students													
Asian Students													
Black/African American Students	51%		51%	35%	41%	45%	42%	28%	76%	39%	100%	89%	
Hispanic Students	61%		59%	67%	47%	45%	40%	27%	58%	33%			61%
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	51%		50%	44%	40%	46%	48%	29%	74%	38%	100%	90%	61%

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.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	10	65%	35%	30%	53%	12%
Ela	3	60%	37%	23%	55%	5%
Ela	4	55%	28%	27%	53%	2%
Ela	5	39%	22%	17%	55%	-16%
Ela	6	45%	27%	18%	54%	-9%
Ela	7	44%	31%	13%	50%	-6%
Ela	8	41%	33%	8%	51%	-10%
Ela	9	61%	33%	28%	53%	8%
Math	3	70%	46%	24%	60%	10%
Math	4	66%	33%	33%	58%	8%
Math	5	32%	28%	4%	56%	-24%
Math	6	57%	28%	29%	56%	1%
Math	7	29%	40%	-11%	47%	-18%
Math	8	13%	40%	-27%	54%	-41%
Science	5	21%	16%	5%	53%	-32%
Civics		52%	46%	6%	67%	-15%
Biology		36%	41%	-5%	67%	-31%
Algebra		24%	26%	-2%	50%	-26%
Geometry		24%	24%	0%	52%	-28%
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		24%	27%	-3%	16%	8%

2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE

Geometry ** data suppressed due to fewer than 10 students or all tested students scoring the same.*

2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE

Algebra 18% 19% -1% 17% 1%

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 English Language Proficiency, which grew from 44% to 74% . This area improved based on CACS planning targeted interventions, implementing consistent small group instruction and using blended learning programs that read aloud, to meet students at their individual level. Setting goals with students and provoking them to take ownership of their goals promoted success in this area.

Lowest Performance

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

Science instruction showed the lowest performance. Contributing factors to last year's low performance included a misalignment to the curriculum. Florida standards and the curriculum chosen were not parallel. Additionally, there was a vacancy for half of the year after a 1st-year inexperienced teacher was assigned to this class.

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 prior year was 3rd grade ELA achievement.

This area declined from 69% to 60%. This could be attributed to a substitute teacher being in this area for half of the year paired with an inexperienced teacher when the vacancy was filled.

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.

8th grade math showed the most significant gap compared to the state average. The state average was 54%, while CACS earned 13%, demonstrating a -41% deficit.

EWS Areas of Concern

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

8th grade math last year was an area of concern which correlates to 9th grade math this year in need of intense support. Science across grade levels struggled the previous year; we want to ensure our teachers in math and science have aligned resources, consistent instruction, and hands-on learning opportunities to improve this area.

Highest Priorities

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

Science instruction, Mathematics instruction, CTE instruction, 3rd grade ELA instruction and schoolwide implementation of highly effective standard aligned instruction.

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

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

Our school improvement priority is to focus on science. After surveying stakeholders, stakeholders are in agreement that science needs to improve schoolwide. Science is a crucial part of students' matriculation from the K-12 learning environment to post-secondary college and career options. Based on our students' growth in reading proficiency, their science gains should be greater.

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.

5th grade science earned 21% proficiency, with only 8 of 38 students showing measurable comprehension of grade-level standards. 36% of our students enrolled in Biology earned proficiency. This school year we plan to earn an overall 60% in science achievement as we strive to become an "A" school. We cannot drop below 52% to reach our goal. We plan to progress monitor baseline data to ensure by Christmas, students are at least 40% proficient.

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.

We will monitor science instruction by tiering our students based on their baseline data and reading proficiency. Next, we will form small groups for tier 2 interventions and pair students based on their unique learning abilities. The leadership team will observe science instruction daily with the principal and assistant principals. Timely feedback will be provided to teachers. During PLCs, we will discuss how we will teach a lesson, which includes formative and summative assessment data analysis. Monthly, we will review our plans and data to confirm if any instructional, scheduling, or targeted interventions need to be modified. Each student will take ownership of their science data by utilizing the science data tracker.

Person responsible for monitoring outcome

Tireisha Galloway

Evidence-based Intervention:

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

Description of Intervention #1:

Tier 1- Students will engage in Stemsopes, Penda, and hands-on learning opportunities to engage in science instruction. Teachers will provide direct instruction to promote student learning. Tier 2- Teachers will form small groups based on student proficiency by standards to remediate and clear misconceptions. Tier 3—Teachers will provide one-on-one support for targeted students during the school day and invite students needing tier 3 support for after-school tutoring.

Rationale:

We have found tiering students and using a combination of direct instruction, small groups and one on one reteach opportunities maximize student learning opportunity.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence, Tier 4 – Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Curriculum Mapping

Person Monitoring:

Tireshia Galloway

By When/Frequency:

4x

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

Once a quarter, principal Galloway and science teachers will pre-plan the upcoming science standards being taught for a second review of the standards, resources, labs, and activity alignment to ensure students receive an equivalent assessment experience during instructional time.

Action Step #2

Layered Lesson Planning

Person Monitoring:

Tiresha Galloway

By When/Frequency:

Weekly

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

Reviewing teacher's lesson plans to ensure they include data-driven small groups, blended learning, and one-on-one support for students when needed will positively impact student engagement and improvement in science.

Action Step #3

Student Formative and Summative Assessment Review

Person Monitoring:

Tiresha Galloway

By When/Frequency:

Weekly

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

During PLC's requesting teachers bring student work by standard to analyze and plan next steps for students not showing mastery. The impact of this monitoring approach will be a more prepared teacher and a more engaged, proficient student.

Action Step #4

Plan Standard Aligned Science Field Experiences

Person Monitoring:

T.Galloway

By When/Frequency:

Each Semester

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

Allow students to engage in science museums, labs as well as attractions to engage and motivate them to pursue science careers and make meaning of science instruction in the real world. The impact will increase student engagement and promote high expectations for science achievement.

Area of Focus #2

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

Instructional Practice specifically relating to Career and Technical Education**Area of Focus Description and Rationale**

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

Offering Certified Technical Education is a beneficial way to engage students in working towards multiple options beyond their K-12 experience. We improved our middle school CTE acceleration from 43% to 57%. The goal this school year to improve from 57% to 80%. Students will be able to engage in the learning process while exploring technical careers and earning certification credits.

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.

After earning 57% proficiency in middle school acceleration, we want to specifically target our CTE instruction to ensure we maximize student learning experiences through successful certification completions. Our end goal will be that 70% of students or more earn industry certifications.

Monitoring

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

This area of focused will be monitored through class room walkthrough's, student work analysis and

tracking the number of certifications students earn. We will administer mock certification exams to track student progress and to provide targeted interventions.

Person responsible for monitoring outcome

A. Kenon and T. Galloway

Evidence-based Intervention:

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

Description of Intervention #1:

Formative Assessments: Regular check-ins and reflections on project progress. Student Portfolios: Collecting and reviewing student work throughout the course. Teacher Observations: Monitoring engagement and skill application during instruction. Feedback Cycle: Incorporating peer and teacher feedback to refine work products.

Rationale:

At this developmental stage, students are beginning to explore career interests. Project based learning allows students to engage in hands-on, real-world projects that can make learning relevant and meaningful. This approach fosters critical thinking, collaboration, and problem-solving skills, which are crucial for CTE pathways.

Tier of Evidence-based Intervention:

Tier 4 – Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Establish Clear Learning Objectives

Person Monitoring:

A. Kenon

By When/Frequency:

Weekly

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

Ensure teacher has access to updated standards and resources that mirror certification requirements, ensure teacher of record has taken and passed certification exam/has aligned credentials.

Action Step #2

Develop PBL Curriculum Modules

Person Monitoring:

A.Kenon

By When/Frequency:

Monthly

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

Develop PBL Curriculum Modules by ensuring curriculum maps and pacing guides are intentionally used throughout the course progression.

Action Step #3

Provide Teacher Professional Learning

Person Monitoring:

A.Kenon

By When/Frequency:

Quarterly

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

Ensure our CTE instructor has an opportunity virtually or online to engage in professional learning processes that support him in providing rigorous high quality CTE instruction in his classroom.

Action Step #4

Plan Field learning experiences

Person Monitoring:

A.Kenon

By When/Frequency:

Quarterly

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

Provide opportunities for students to participate in off campus learning experience that align to their industry certification area.

Action Step #5

Monitor and Assess Student Progress

Person Monitoring:

A.Kenon

By When/Frequency:

Weekly

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

During weekly PLCs analyze student work samples, provide feedback from walkthroughs and set timely goals of lesson modifications/implementation.

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

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

Mathematics instruction is a critical area of focus at CACS. During the 23-24 school year, 44% of students were proficient, a slight increase from the 39% from the prior school year. The goal this year is to increase to at least 50% proficiency, striving for 40% of students showing proficiency by December. The goal is to improve our math learning gains to 56% or higher and math lowest student gains to 65%. This is critical for our students to be equipped for their post-secondary next steps.

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.

Student gains in mathematics have not been consistent over the past three years. 3rd grade math earned 70% proficiency, grade 4 proficiency 69%, grade 5 proficiency 32%. 6th grade math proficiency was at 55%, 7th grade 34% and 8th grade 13%. Algebra 1 and Geometry proficiency was at 53%. Our goals for this year is to increase to at least 50%. Each grade band would be expected to improve by 6% with 5th and 8th grade math being our top priority for intensive support.

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.

Mathematics improvement will be closely monitored through daily classroom walkthrough's, coaching cycles, student work analysis and standard based interventions. This will help improve our student mathematics skills significantly in one year providing tiered targets for each planned lesson.

Person responsible for monitoring outcome

S.Bonner, C.Poole, T. Galloway, A.Kenon

Evidence-based Intervention:

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

Description of Intervention #1:

Our mathematics students will be tiered and receive targeted interventions with 5th and 8th grade math being prioritized first. Tier 1- Students will engage in direct instruction, i-ready and hands on opportunities to engage in Math Instruction including them using white boards to immediately show their work for feedback. Tier 2- Teachers will form small groups based on students proficiency by standard or skill. Tier 3- Math coach and STRIDE tutors will work one on one with students during the school day and CACS student tutors after school to fill in the learning deficits of students. A math improvement plan will be reviewed with each parent of a level 1 student to involve them in the support and practice they can do at home.

Rationale:

We have found tiering students and using a combination of direct instruction, small groups and one on one reteach opportunities maximize student learning opportunities. The utilization of white boards provide teachers a timely opportunity during instruction to provide feedback for students.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence, Tier 4 – Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Curriculum Mapping

Person Monitoring:

Poole, Galloway, A.Kenon and S.Bonner

By When/Frequency:

4x

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

Once a quarter, the math coach and math teachers will pre-plan the upcoming math standards being taught for a second review of the standards, resources, and activity alignment to ensure students receive an equivalent assessment experience during instructional time. The APs will go through a piece of the planning process with each grade band to encourage and support the coach and lead teachers to cover all specific grade areas (3rd, 5th, 8th, Alg 1, and Geometry) showing the highest need.

Action Step #2

Co-teaching Model Math

Person Monitoring:

A.Kenon and S. Bonner

By When/Frequency:

Weekly

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

During PLC's it will be determined which standards will need to co-taught based on the complexity and density of the standard. The APs will request standards in need of a co- teacher in 3rd, 5th, 8th, Alg 1, and Geometry to collaborate in creating a schedule for the math coach that does not intervene with the math intervention schedule. The data analysis from PM2 will determine the co-teaching standards to be co-taught.

Action Step #3

Layered Lesson Planning

Person Monitoring:

A.Kenon, C. Poole and S. Bonner

By When/Frequency:

Weekly

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

Reviewing teacher's lesson plans to ensure they include data-driven small groups, blended learning, and one-on-one support for students when needed will positively impact student engagement and improvement in Mathematics achievement.

Action Step #4

Student Formative and Summative Assessment Review

Person Monitoring:

A.Kenon, S.Bonner, C.Poole

By When/Frequency:

Weekly

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

During PLC's teachers will bring student work by standard to analyze and plan next steps for students not showing mastery. The impact of this monitoring approach will be a more prepared teacher and a

more engaged, proficient student.

Area of Focus #4

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

3rd grade ELA instruction is focused on ensuring that students are on track early for proficiency. 3rd grade is a critical age for growth and development. We want to ensure our 3rd graders are confident in reading above grade level. Additionally, 3rd grade reading showed a significant decline for us during the 23-24 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.

Our prior year data demonstrated 69% of our 3rd graders were proficient in reading compared to 60% of students during the 23-24 school year. This year's goal is to improve 3rd-grade reading proficiency to 70% or higher. Students should be able to be on track to meet this goal showing at least 40% mastery by December.

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.

3rd grade ELA instruction will be monitored every other day by reviewing teacher lesson plans, instruction, student work, and or interventions. This will directly impact student learning outcomes, providing opportunities for growth and change. All feedback will be delivered through Ms. Bonner or Principal Galloway to streamline our practices.

Person responsible for monitoring outcome

Aayana Kenon (7-12), Shaikia Bonner (K-6)

Evidence-based Intervention:

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

Description of Intervention #1:

Tier 1- Teachers will implement direct instruction, incorporate blended learning by utilizing achieve 3000 and provide opportunities to engage in the learning process using WICOR strategies. Tier 2- Teachers will form strategic small groups based on student performance by standard. Tier 3: Intensive one-on-one support will be provided during push-ins and pull-outs, using the teacher of record, STRIDE, reading coach, and administrators. Students will receive invitations to afterschool tutoring for additional tier 3 instruction.

Rationale:

We have found that tiering students and using a combination of direct instruction, small groups and one on one reteach opportunities maximize student learning opportunities.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence, Tier 4 – Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Curriculum Mapping

Person Monitoring:

A.Kenon and S.Bonner

By When/Frequency:

4x

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

Once a quarter, assistant principals and ELA teachers will pre-plan the upcoming ELA standards being taught for a second review of the standards, resources, non-fiction, fiction, court case relevant genre alignment, and activity alignment to ensure students receive an equivalent assessment experience during instructional time. The strategic implementation of embedding writing practice each quarter will be included. The impact of this action step will be monitored by students PM2 growth from PM1 and write score practice.

Action Step #2

AP/ ELA Accountability teacher Co-teaching Model

Person Monitoring:

A.Kenon and S. Bonner

By When/Frequency:

varies

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

For dense and complex ELA standards, as needed, the AP team will plan in advance the days they will co-teach a standard with a student or proceed with instruction for a planned ELA teacher's absence, specifically 3rd grade ELA. It will be determined what standards will be pre-planned for co-teaching in January after PM2.

Action Step #3

Layered Lesson Planning

Person Monitoring:

A.Kenon and S.Bonner

By When/Frequency:

Weekly

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

Reviewing teacher's lesson plans to ensure they include data-driven small groups, blended learning, and one-on-one support for students when needed will positively impact student engagement and improvement in English achievement.

Action Step #4

Student Formative and Summative Assessment Review

Person Monitoring:

A.Kenon and S. Bonner

By When/Frequency:

Weekly

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

During PLC's teachers will bring student work by standard to analyze and plan next steps for students not showing mastery. The impact of this monitoring approach will be a more prepared teacher and a more engaged, proficient student.

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

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

For grades K-6, the area of focus, centers on implementing consistent student celebrations, incentives, and earning opportunities to encourage academic progress. Students are highly motivated by immediate and tangible rewards. Therefore, the focus will include a variety of age-appropriate rewards such as certificates, stickers, class parties, and special recognition ceremonies. These incentives will be tied directly to academic achievements like improving reading levels, Accelerated Reader, and iReady/STAR top performers, mastering math skills, and showing significant progress in other core subjects. Recognizing and celebrating small milestones also supports the development of a strong work ethic and perseverance in young learners. Data from the prior year indicated that students in K-6 showed increased motivation and academic improvement when they received consistent, positive reinforcement.

For grades 7-12, student celebrations, incentives, and earnings are aimed at fostering academic progress. At this stage, students are beginning to prepare for college and careers, so the incentives will be designed to align with their growing maturity and aspirations. Rewards may include academic honor roll luncheons, leadership opportunities, scholarships, and access to special events like college tours or internships. The program will also introduce a merit-based system where students can earn

privileges and rewards based on their academic achievements, such as early dismissal passes, parking privileges, or participation in exclusive school activities. Celebrating academic progress through public recognition and meaningful rewards can significantly boost student morale, increase engagement, and drive higher levels of academic performance. By addressing this need, the goal is to create a culture of excellence where students are motivated to strive for continuous improvement and are rewarded in ways that are meaningful to them.

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 school year we saw an increase in student morale and compliance with schoolwide rules as well as procedures. We will measure student improvement in the area of school culture and morale by rating them in the following categories: referrals, attendance, engagement, leadership, and safety. Referrals and attendance will be tracked and monitored in focus. Engagement, leadership, and safety will be observed by the administration team on scheduled days.

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 areas of focus will be observed during administrative scheduled walkthroughs in the following areas: cafeteria special area, class change, in classrooms, morning intake, lunch, and dismissal.

Person responsible for monitoring outcome

Administrative team and Counselors

Evidence-based Intervention:

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

Description of Intervention #1:

The implementation of PBIS will be monitored through regular data collection on student behavior, academic progress, and participation in incentive programs. Surveys and feedback from teachers, students, and parents will also be used to assess the effectiveness of the interventions.

Rationale:

PBIS is widely recognized for its effectiveness in creating a positive school climate. By aligning celebrations and incentives with PBIS, our school can reinforce positive behaviors and academic achievements simultaneously, helping students associate academic success with positive reinforcement.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence, Tier 4 – Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:**Action Step #1**

Class Incentives

Person Monitoring:

Teachers

By When/Frequency:

Daily

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

Teacher will implement the schoolwide PBIS system within the classroom to minimize behavior issues and promote academic progress. Classroom incentives will be in place to motivate students to achieve at their highest level in all areas. Progress will be monitored using student Class Dojo in grades K-6th and Live School in grades 7th-12th.

Action Step #2

Program Monitoring/Platform Training

Person Monitoring:

Administrators and Dean Howard

By When/Frequency:

Weekly

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

The leadership team along with Dean Howard will ensure the schoolwide PBIS plan is being used by all teachers and staff members; and that consistency is being upheld. In addition, make sure all stakeholders are aware of school wide behavior and academic expectations. Quarterly celebrations will be held to highlight behavior and academic performance/improvements. This will be monitored through data collection, Class Dojo, and Live School. Additionally, the admin team will schedule and provide professional learning on the PBIS platform.

Area of Focus #2

Teacher 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.

Monthly teacher celebrations, awards and recognition around instruction, attendance and team support will be a focus for our team during the 24-25 school year. This affects student learning by promoting a positive work environment and school culture for teachers to thrive in to be their best selves for students. With an influx of teaching vacancies the 23-24 school year, it is a critical focus to retain all of our teachers and to remain fully staffed for the 24-25 school year and beyond.

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.

With inconsistent teacher attendance, the plan to measure this plan is to compare teacher absences by quarter in comparison to the year prior. Additionally, we hope to maintain 100% of our staff and update our plan on the percentage of retained teachers in December.

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.

No Answer Entered

Person responsible for monitoring outcome

Evidence-based Intervention:

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

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Person Monitoring:

By When/Frequency:

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

Area of Focus #3

Multiple Early Warning Signs

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 Description and Rationale:

The primary area of focus is monitoring, tracking, and providing targeted interventions for students who are not proficient in reading and math across all relevant grade levels. This focus is essential for

ensuring that students who have fallen behind in key academic areas receive the necessary support to make significant progress. Additionally, the approach includes offering ongoing intrinsic and extrinsic motivation opportunities to keep students engaged and motivated throughout the process.

Impact on Student Learning:

This focus directly impacts student learning by identifying students who need additional support early on and providing personalized, data-driven interventions to address their specific gaps. By consistently monitoring progress through assessments and adjusting instruction as needed, students can experience continuous improvement. The inclusion of motivational strategies—both intrinsic, such as fostering a growth mindset, and extrinsic, such as recognizing progress with rewards—encourages students to stay engaged and take ownership of their learning. This approach helps build confidence, resilience, and a desire to achieve proficiency in both reading and math.

Rationale Based on Prior Year Data:

The rationale for this area of focus stems from the prior year's data, which indicated significant percentages of students scoring below proficiency in both reading and math. Specifically, 18% of the student population scored at Level 1 in ELA, with 32% scoring at Level 2. In math, 22% scored at Level 1, and 32% at Level 2. These numbers highlight a crucial need for targeted interventions to reduce non-proficiency rates, particularly for students who were within 10 points of reaching proficiency.

The prior year's data also revealed gaps in progress monitoring and intervention effectiveness, with some students not receiving consistent support. This led to the identification of monitoring, tracking, and providing tailored interventions as critical areas of need. By addressing these areas, the school aims to close achievement gaps and ensure that students not only make progress but also develop the skills and motivation necessary to reach proficiency in both reading and math.

This approach can foster a positive culture and environment in several ways:

Targeted Support for All Students: By providing personalized, evidence-based interventions, the school demonstrates a commitment to addressing the individual needs of each student. This focus on closing achievement gaps shows that every student's progress matters, fostering a culture of inclusion and support.

Collaboration Among Staff: The approach encourages strong collaboration between teachers, interventionists, and administrators. Regular data review meetings, professional development, and

weekly check-ins help create an environment where educators work together to achieve common goals. This shared responsibility fosters a supportive and cohesive school community where staff feel empowered and connected.

Growth-Oriented Mindset: The emphasis on tracking progress and making data-driven adjustments fosters a growth mindset among both students and teachers. Students receive clear feedback on their progress, helping them recognize that improvement is possible with effort and targeted support. This growth-oriented approach helps to build resilience and confidence, contributing to a more positive and proactive school culture.

Celebrating Successes: As the school monitors and achieves progress in reducing non-proficiency rates, it provides opportunities to celebrate both individual and collective successes. Recognizing and rewarding improvements reinforces positive behavior and builds a school-wide culture of achievement.

Equitable Learning Environment: The focus on ensuring that students who are not proficient receive timely interventions supports equity in learning opportunities. By closing achievement gaps, the school promotes fairness and ensures that all students have the resources and support necessary to succeed, creating a more inclusive and positive school environment.

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 shows that 18% of our student population scored at Level 1 and 32% at Level 2 in ELA. In Math, 22% of students scored at Level 1 and 32% at Level 2. Specifically, in 3rd grade, 6% of students scored at Level 1 in ELA. Our goal for this year is to provide ongoing interventions for students who were not proficient in ELA or Math last year. This will include two weekly sessions with certified reading and math interventionists.

We aim to decrease the percentage of non-proficient students in ELA by 30%, focusing on students who were within 10 points of reaching proficiency. Additionally, we will closely monitor the progress of students at Level 3 to ensure they continue to progress and do not regress.

By the end of the academic year, we expect to see a measurable reduction in the number of students scoring at Levels 1 and 2 in both ELA and Math, with a specific focus on moving students closer to proficiency and ensuring those already proficient maintain or improve their performance.

Monitoring

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

This Area of Focus will be monitored through ongoing data collection and analysis, using formative assessments, progress monitoring such as i-Ready, STAR and curriculum based assessments, and intervention session feedback. In addition, students that scored a level 1 or 2 will be participating in our mandatory afterschool program. Specifically, the following steps will be taken to ensure the desired outcomes:

1. **Weekly Progress Monitoring:** Students receiving ELA and Math interventions will be monitored through formative assessments every two weeks. This will allow teachers and interventionists to track their progress toward proficiency. Students within 10 points of proficiency will receive targeted support based on their specific areas of need.
2. **Data Review Meetings:** Monthly data review meetings will be held with grade-level teams and interventionists to analyze student progress. During these meetings, we will identify trends, make adjustments to intervention strategies, and reassign resources if needed. Special attention will be given to students scoring at Level 3 to ensure they continue progressing and do not fall behind.
3. **Individual Student Plans:** For students showing limited progress, individualized plans will be created with input from the reading and math interventionists. These plans will adjust the frequency or type of intervention and may involve additional strategies, such as small group instruction or one-on-one tutoring.
4. **Mid-Year and End-of-Year Assessments:** Benchmark assessments will be administered at the beginning of the year, mid-year and at the end of the year to evaluate overall student progress and to measure the effectiveness of the interventions. The goal is to see a 30% reduction in the number of students scoring at Levels 1 and 2 in ELA, and similar improvements in Math.

Ongoing monitoring will directly impact student achievement by ensuring timely interventions are put in place, adjustments are made when necessary, and students receive the support they need to move toward proficiency. Regular data-driven reviews will help keep the focus on targeted outcomes and provide the school with the flexibility to adapt as needed to achieve the desired results.

Person responsible for monitoring outcome

Tireshia Galloway

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the

measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

The school will implement targeted interventions using certified reading and math interventionists to support students identified as not proficient in ELA and Math. The selected practices include: Small Group Instruction and Targeted Interventions: Students identified as needing support in ELA and Math will participate in small group intervention sessions twice a week. These sessions will focus on the specific skill deficits identified through formative assessments. The interventionists will employ evidence-based practices such as explicit instruction, scaffolding, and differentiated instruction tailored to the students' needs. The interventionists will use curriculum based resources, as well as i-Ready, STAR and Achieve 3000 to supplement instruction. Progress Monitoring Tools: The interventions will be monitored using progress monitoring tools, including STAR assessments and other curriculum-based measures, to regularly assess students' growth and make data-driven adjustments to instruction.

Rationale:

Rationale for Selecting this Strategy: This evidence-based intervention was selected based on prior research demonstrating the effectiveness of small group, targeted intervention in improving student performance in both ELA and Math. Small group instruction allows for more personalized attention, helping students focus on their specific areas of difficulty. The decision to use certified reading and math interventionists ensures that students are receiving high-quality, specialized instruction. The rationale for choosing this approach also stems from the previous year's data, which showed a significant percentage of students scoring at Level 1 and Level 2 in ELA and Math. By focusing on those students who were close to proficiency, we aim to make targeted gains that will significantly reduce the number of non-proficient students. Monitoring of Interventions: The identified interventions will be monitored through: Regular Progress Checks: Students will undergo biweekly assessments to track their progress toward proficiency. The data collected will be reviewed during monthly data review meetings to ensure the interventions are producing the desired results. Mid-Year and End-of-Year Benchmarks: Benchmark assessments will be conducted mid-year and at the end of the year to evaluate overall progress. If students are not making expected gains, adjustments to the intervention (e.g., increasing frequency or changing instructional methods) will be made. Teacher and Interventionist Collaboration: Interventionists will work closely with classroom teachers to ensure that the skills targeted during intervention sessions align with classroom instruction. This collaboration ensures continuity of learning and maximizes the impact of the interventions. By utilizing evidence-based strategies and continuously monitoring progress, the school aims to meet its measurable outcomes, including reducing non-proficiency rates in ELA and Math by 30%.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 4 – Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Meet with interventionist to finalize schedule for working with students.

Person Monitoring:

Tireshia Galloway

By When/Frequency:

By September 9, 2024

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

step:

The principal will meet with the reading and math interventionists to finalize the schedule for working with identified students. This schedule will allocate specific times for the interventionists to meet with small groups of students who are not proficient in ELA and Math. The finalized schedule will ensure that students receive consistent, targeted support twice a week, aligning with their availability and other classroom commitments. Monitoring the Impact: Scheduled Progress Reviews: Once the schedule is in place, the interventionists will track attendance and participation in the sessions to ensure that students are consistently attending. Progress monitoring data from each session will be used to assess student growth. Weekly Check-ins with Interventionists: Administrators and teachers will meet with interventionists weekly to review the effectiveness of the scheduled interventions. Any scheduling conflicts or adjustments will be addressed to ensure smooth execution of the plan.

Student Growth Data: The impact of the intervention schedule will be monitored through biweekly assessments, comparing pre- and post-intervention data to determine student progress.

Interventionists will track whether students are improving based on their participation in the scheduled sessions. Adjustment Meetings: Mid-cycle meetings will be held to review the progress of students and determine if the schedule needs to be adjusted for any students not making adequate progress. These meetings will help ensure the allocated time for intervention is used efficiently.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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

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

<https://www.mycacs.com/>

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

<https://www.mycacs.com/parentengagement>

Plans to Strengthen the Academic Program

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

Science instruction, Mathematics instruction, CTE instruction, 3rd grade ELA instruction and schoolwide implementation of highly effective standard aligned instruction. Focusing on hands-on learning in science coupled with student science journals will capture standard-aligned information students will need to retain for the year. Implementing WICOR strategies with fidelity in ELA while maximizing the use of STRIDE tutors as well as a reading coach will provide teachers more opportunities for differentiated small group specifically in 3rd grade ELA. By providing real-world applications across all grade levels in math, with a coach, will support maximized improvement in mathematics instruction. Lastly, increasing partnerships with TCC and advanced professional

learning opportunities for our CTE program will serve as a foundation for improvement.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

CACS maintains compliance with nutrition, violence prevention, housing programs, and early learning programs and partners with CTE service providers to ensure while our plan was developed, the aforementioned partnerships were discussed and included in the decision-making process when applicable.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

Ms. Brookens, our mental health counselor, and Ms. I. Galloway, our academic counselor, will both ensure our at-risk students receive the services and support they need. This include scheduled pull outs during non-instructional time. Ms. Brookens will lead our MTSS process, which will offer multiple layers of support. Ms. I.Galloway will ensure students are on track to meeting their academic goals. Additionally, our leadership team will be monitoring our after-school Level-up program to improve students' skills outside of the educational subject areas during the school day.

Preparing for Postsecondary Opportunities and the Workforce

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

Secondary students will participate in an annual career fair hosted by TCC. Additionally, select students will enroll in Gadsden Technical College to pursue a trade. Internship opportunities will be made available for qualifying students. All students K-12 will have guest speakers, field trips, and learning opportunities to be exposed to careers and post-secondary opportunities.

Addressing Problem Behavior and Early Intervening Services

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

Dean Howard serves as our behavior specialist and interventionist. CACS aims to be preventative in addressing potential behavior issues that could arise. We follow the GCSD student code of conduct, which provides a detailed outline on how to tier consequences, while our PBIS model guides us on how to tier rewards. CACS uses student contracts, statement forms, and cool-down passes to promote a positive school culture.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other

school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

CACS Staff participates in various professional learning opportunities. This includes but is not limited to Scorpion University, Leader In Me, AVID (school level), Additional AVID, PAEC and Endorsement opportunities (District) and CTE, and AP courses (state level). As a result of the opportunities provided for professional learning, CACS is rebuilding to recruit and retains effective teachers in ELA, Science, Math as well as History.

Strategies to Assist Preschool Children

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

In partnership with our pre-k early learning director, we prepare both teachers, students, and families for the transition from pre-k to kindergarten by collaborating with educators on students individual learning needs during pre-planning, hosting parent nights before school starts to get parents acclimated to the change and engaging students with familiar support (early learning director class visits) during the first two weeks of 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 (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

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

The process to review the use of resources to meet the identified needs of students involves a comprehensive and collaborative approach to ensure alignment with evidence-based practices and school goals.

Identifying Needs

The process begins by analyzing student performance data, teacher feedback, and other relevant indicators to clearly identify the needs of students across various grade levels and content areas.

Evaluating Resources

Resources are reviewed using credible platforms such as the What Works Clearinghouse and Evidence for ESSA to ensure they are evidence-based and meet established standards of effectiveness. These platforms provide reliable research and ratings that guide decision-making.

Collaborative Review

A routine review is conducted by the administrative team and teacher leaders to evaluate the selected resources. This collaboration ensures that multiple perspectives are considered, and resources are aligned with instructional goals and the specific needs of students.

Implementation and Monitoring

Once resources are approved, they are implemented in classrooms, and their effectiveness is monitored through regular observations, data analysis, and teacher feedback.

Ongoing Adjustment

Based on the monitoring outcomes, resources and strategies are adjusted as needed to maximize their impact on student learning and achievement.

Specifics to Address the Need

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

1. Specific Resource(s):

- Resource Name: iReady Diagnostic, STAR, and Instructional Program's diagnostics
- Purpose: A comprehensive tool for personalized instruction and progress monitoring in

math and reading.

2. Rationale (i.e., Data):

- Performance Gaps: Recent assessment data indicates that 50% of students schoolwide are performing below grade level in reading, with similar trends observed in math.
- Growth Trends: Benchmark comparisons show minimal growth over the past two quarters, signaling a need for targeted, data-driven interventions.
- Evidence-Based Justification: iReady and STAR has been validated by What Works Clearinghouse as an effective tool for improving student achievement in foundational skills. We adopted Savvas myView from Florida's K-12 ELA instructional materials list. Savvas myView provides comprehensive, explicit instruction based on the science of reading. It does not currently meet ESSA's levels of evidence (strong, moderate, or promising) however; has been proven when used with fidelity.

3. Plan to Address Needs (i.e., Timeline):

- Training and Preparation:
 - Provide professional development for teachers on effective implementation of resources focusing on data analysis and instructional adjustments.

4. Ongoing Monitoring:

- Biweekly: Conduct collaborative team meetings with teacher leaders and administrators to review student progress reports and adjust instructional plans as needed.

5. Midpoint Review:

- January: Evaluate program effectiveness using mid-year diagnostic results, identifying strengths and areas requiring additional support.

6. Final Evaluation:

- June 10: Analyze end-of-year data to determine the overall impact of iReady on closing achievement gaps and plan for future resource use.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Areas of Focus <i>Follett Higher Education Group</i>	Instructional Practice - Science	3240/	UNISIG	0.0	3, 115.49
Areas of Focus <i>Florida Consortium of Charter Schools</i>	Instructional Practice - Science	3240/	UNISIG	0.0	2, 300.00
Areas of Focus <i>Powerschool Group LLC</i>	Instructional Practice - Science	3240/	UNISIG	0.0	5, 250.06
Areas of Focus <i>Intratech Alliance Corp</i>	Instructional Practice - Science	3240/	UNISIG	0.0	1, 500.00
Areas of Focus <i>CCS Presentation Systems</i>	Instructional Practice - Science	3240/	UNISIG	0.0	20, 263.00
Areas of Focus <i>CDW/Government</i>	Instructional Practice - Science	3240/	UNISIG	0.0	7, 998.41
Areas of Focus <i>Cognia</i>	Instructional Practice - Science	3240/	UNISIG	0.0	1, 200.00
Areas of Focus <i>Digital Learning Infrastructure</i>	Instructional Practice - Science	3240/	UNISIG	0.0	12, 689.18
Areas of Focus <i>Precision Technology Installation</i>	Instructional Practice - Science	3240/	UNISIG	0.0	6, 750.00
Areas of Focus <i>DOF Creations</i>	Instructional Practice - Science	3240/	UNISIG	0.0	6, 053.69
Areas of Focus <i>Hyperfocused Solutions Corp</i>	Instructional Practice - Science	3240/	UNISIG	0.0	250.00
Areas of Focus <i>Powerschool Group LLC</i>	Instructional Practice - Science	3240/	UNISIG	0.0	4, 992.19
Areas of Focus <i>Xerox Corporation</i>	Instructional Practice - Science	3240/	UNISIG	0.0	3, 165.37
Areas of Focus <i>Pitney Bowes Global Financial Service</i>	Instructional Practice - Science	3240/	UNISIG	0.0	170.22
Areas of Focus <i>Classroom Resources and Supplies</i>	Instructional Practice - ELA	3240/	UNISIG	0.0	24, 468.50
Areas of Focus <i>Xerox Corporation</i>	Instructional Practice - Science	3240/	UNISIG	0.0	378.28
Areas of Focus <i>CCS Presentation Systems</i>	Instructional Practice - Science	3240/	UNISIG	0.0	10, 843.00
Areas of Focus <i>Intervention Tutors High School Students (\$25/hr 2x a week) All Contents (21)</i>	Instructional Practice - ELA	3240/	UNISIG	0.0	3, 570.00

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Areas of Focus	Instructional Practice - Science	3240/	UNISIG	0.0	60,000.00
	<i>STRIDE Tutors (\$25/hr 3x a week) Math, Science, Civics, CTE, 3rd grade ELA During School and After School.</i>				
Areas of Focus	Instructional Practice - Career and Technical Education	3240/	UNISIG	0.0	20,000.00
	<i>College tours that promote 2 year, 4 year and technical programs.</i>				
Areas of Focus	Instructional Practice - Math	3240/	UNISIG	0.0	53,000.00
	<i>Level up! After school program and Saturday School tutoring.</i>				
Total	Areas of Focus				247,957.39
Positive Culture and Environment	Positive Behavior and Intervention System (PBIS)	3240/	UNISIG	0.0	10,000.00
	<i>Book Fair Books; Science Content Novels for Parents to Read to Students at Home (Parent Night)</i>				
Positive Culture and Environment	Positive Behavior and Intervention System (PBIS)	3240/	UNISIG	0.0	49,700.00
	<i>Title 1 Parent and Student Liason</i>				
Positive Culture and Environment	Positive Behavior and Intervention System (PBIS)	3240/	UNISIG	0.0	10,000.00
	<i>Student spirit wear incentive for improving from PM1 to PM2 to PM3</i>				
Positive Culture and Environment	Positive Behavior and Intervention System (PBIS)	3240/	UNISIG	0.0	4,201.00
	<i>Leader In Me Character Building Curriculum (Embedded with Reading strategies)</i>				
Total	Positive Culture and Environment				73,901.00
Plan Budget Total					321,858.39