

Gadsden County Schools

West Gadsden Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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West Gadsden Middle School

200 PROVIDENCE RD, Quincy, FL 32351

www.gadsschools.org

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

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

Targeted Support and Improvement (TSI)

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

Comprehensive Support and Improvement (CSI)

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

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

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

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

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

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

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

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

West Gadsden Middle School, in partnership with its parents and community members, seeks to instill in its students high standards for academic scholarship, integrity, leadership, and responsible citizenship.

Provide the school's vision statement.

The vision of West Gadsden Middle School is to cultivate a Winning, Growing, Mindset for Success through a rich academic environment with rigorous and focused instruction.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Cummings, Kimberly	Principal	Meets with Leadership team on a monthly basis to discuss academic, discipline and attendance issues. The principal ensures that all staff comply with state, district and school standards. The members of the administrative team also perform weekly walk-through's and provide immediate feedback for a plan of action.
Williams, Shannon	Assistant Principal	Supports the Principal by meeting with the leadership team on a bi-weekly basis to discuss academic, discipline and attendance issues. The Assistant Principal will ensure that all staff are complying with state, district and school standards. Walk-through's will be conducted and immediate feedback will be provided. The Assistant Principal will meet weekly with instructional staff to ensure adequate progress monitoring is taking place to move students towards increased student achievement for grades 4-5.

Stakeholder Involvement and SIP Development

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

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

West Gadsden has established regular and transparent channels of communication, such as flyers, emails, meetings, surveys, or social media, to share information, updates, feedback, and recognition. The stakeholders for West Gadsden include our students, families and guardians; teachers; administrators; custodians; secretaries; other school staff; business owners; religious leaders; social

service providers; law enforcement officers; and neighbors. We are building trust and collaboration to communicate clearly and consistently with your stakeholder groups.

SIP Monitoring

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

The Leadership Team will meet bi-weekly to monitor the progress of the SIP goals. We will meet weekly with Instructional staff to discuss Progress Monitoring. We will make necessary changes to work towards increasing student achievement.

The data used will be PMI, PMII, STAR and IReady.

Demographic Data	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School 4-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	93%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
2021-22 ESSA Identification	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Native American Students (AMI) Black/African American Students (BLK)* Hispanic Students (HSP) White Students (WHT)* Economically Disadvantaged Students (FRL)
School Grades History	2021-22: C 2019-20: D 2018-19: D 2017-18: D
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level								Total	
	K	1	2	3	4	5	6	7		8
Absent 10% or more days	0	0	0	0	20	13	26	32	25	116
One or more suspensions	0	0	0	0	7	11	25	25	34	102
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level								Total	
	K	1	2	3	4	5	6	7		8
Students with two or more indicators	0	0	0	0	7	11	25	25	25	93

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

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

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

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

Indicator	Grade Level	Total
Absent 10% or more days		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on statewide ELA assessment		
Level 1 on statewide Math assessment		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified retained:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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

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

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

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

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

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

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
 Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.
 On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2022			2019		
	School	District	State	School	District	State
ELA Achievement*	29	34	57	28	50	61
ELA Learning Gains	49	43	55	39	52	59
ELA Lowest 25th Percentile	47	41	46	41	55	54
Math Achievement*	32	34	55	35	57	62
Math Learning Gains	46	43	60	39	52	59
Math Lowest 25th Percentile	50	46	56	34	46	52
Science Achievement*	29	28	51	26	47	56
Social Studies Achievement*	58	62	72	46	72	78
Middle School Acceleration	75			68		
Graduation Rate						
College and Career Acceleration						
ELP Progress	59			56		

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	474
Total Components for the Federal Index	10
Percent Tested	97
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	27	Yes	3	3
ELL	54			
AMI	55			
ASN				
BLK	35	Yes	3	
HSP	56			
MUL				
PAC				
WHT	37	Yes	1	
FRL	47			

Accountability Components by Subgroup

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

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	29	49	47	32	46	50	29	58	75			59
SWD	5	37	50	5	30	50	10	29				
ELL	37	61	56	51	58	50	41	75				59
AMI	33	54		29	77			80				
ASN												
BLK	19	36	35	20	37	44	18	40	70			
HSP	41	65	61	50	54	61	40	73				60
MUL												
PAC												
WHT	29	56		29	41		30					
FRL	29	49	50	31	45	51	29	54	75			60

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	25	33	39	26	23	33	14	33	47			54
SWD	4	19	36	2	14	24	0	8				
ELL	24	35	38	37	19		8	38	60			54
AMI	46			36								
ASN												
BLK	16	30	40	17	19	32	12	32	35			
HSP	33	36	33	37	31	39	21	41	76			58
MUL												
PAC												
WHT	37	29		37	21							
FRL	25	33	36	26	21	31	14	33	48			57

2018-19 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18	ELP Progress
All Students	28	39	41	35	39	34	26	46	68			56
SWD	9	27	33	12	27	29	15	24				
ELL	27	33	35	34	34	20	24	25				56
AMI	40											
ASN												
BLK	20	35	43	30	35	31	16	35	54			
HSP	36	46	40	42	45	48	35	63	73			60
MUL												
PAC												
WHT	44	29		56	50							
FRL	28	41	43	36	40	36	27	47	66			62

Grade Level Data Review– State Assessments (pre-populated)
 The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.
 An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	24%	24%	0%	54%	-30%
07	2023 - Spring	31%	28%	3%	47%	-16%
08	2023 - Spring	30%	33%	-3%	47%	-17%
04	2023 - Spring	36%	26%	10%	58%	-22%
06	2023 - Spring	22%	25%	-3%	47%	-25%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	43%	35%	8%	54%	-11%
07	2023 - Spring	20%	38%	-18%	48%	-28%
04	2023 - Spring	21%	24%	-3%	61%	-40%
08	2023 - Spring	21%	38%	-17%	55%	-34%
05	2023 - Spring	26%	24%	2%	55%	-29%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	4%	5%	-1%	44%	-40%
05	2023 - Spring	30%	15%	15%	51%	-21%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	39%	25%	14%	50%	-11%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	32%	44%	-12%	63%	-31%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	62%	37%	25%	66%	-4%

III. Planning for Improvement

Data Analysis/Reflection

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

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

The data component which performed the lowest was Math Proficiency. Student achievement this year was low due to the following deficiencies: loss of 8th grade teacher, loss of 7th grade teacher, and three teachers out of field.

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

8th grade Science showed the greatest decline. The contributing factors for the decline in Science was lack of effective planning, instructional delivery, classroom structure and classroom management.

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

The data component that had the greatest gap compared to the state average was 8th grade Science. Factors that contributed to this was lack of effective planning, instructional delivery, classroom structure and classroom management. Progress monitoring was not aggressive.

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

The data component which showed the most improvement was 6th grade math. The teacher assigned to 6th grade was the same teacher who taught the 5th grade math. The teacher was moved with the student to the next grade level. He is highly effective. He works hard to ensure that his students are successful.

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

The EWS data which is a potential area of concern for the upcoming school term is students with 10% or more absences from school. Another area of concern are the number of students with one or more discipline referrals. This is a concern because the results of the students receiving a referral could be a contributing factor to the number of days students are absent from school.

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

1. Decrease the number of absences form students
2. Decrease the number of referrals
3. Increase Reading proficiency
4. Increase Math proficiency
5. Implement a Social Emotional Learning program

Area of Focus

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

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

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

This area was identified as a critical area of need for the following reasons: 70% of students who tested, scored below the state average for proficiency, students who scored in the low level range of Level 1 and 2, students who scored Level 1 two of the last three years as well as students who are Level 2 and have not shown any Learning Gains, in two of the last three years, student sub-groups who did not make AYP, Students with Disabilities, Black students and White students.

Measurable Outcome:

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

By the end of the 2023-24 school term, there will be an increase in overall ELA proficiency, from 30% to at least 35%.

Monitoring:

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

This Area of Focus will be monitored with more individualized interventions to assist students with specific skills, with use of the Double Down/Push In Rotational Model.

The Leadership Team will Disaggregate data from PM1 to PM2, STAR and iReady. Performance Matters to track the progress.

Use MTSS will provide support for students who have an IEP, 504 or ELL plan.

Person responsible for monitoring outcome:

Kimberly Cummings (cummingsk@gcpsmail.com)

Evidence-based Intervention:

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

The evidenced-based strategy used is providing small group and push-in support during classroom activities using the iReady Toolbox.

Utilization of iReady data will drive interventions and/or enrichment support based on individualized student need.

Use of STAR Progress Monitoring to determine additional support needed for all students.

The use of data from PM1 and PM2 will be used to support interventions.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

iReady Toolbox Intervention Strategies are used to target specific areas of deficiencies for students. This allows teachers to hone in on those deficiencies and modify and/or differentiate the instruction. The iReady Window Diagnostics helps to progress monitoring using a schedule which has been preset. The platform uses adaptive instruction for each student, which supports their individualized needs.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Provide professional learning opportunities to support evidenced-based instructional strategies.
2. Implement ongoing progress monitoring.
3. Bi-weekly meetings, gradually moving to weekly meetings to discuss data and additional support needed.
4. Follow pacing guides created for subject area.
5. Provide opportunities in After-School Program for additional support
6. Teachers will be afforded the opportunity to remain after school for up to one hour to do additional planning for this focus area.

Person Responsible: Kimberly Cummings (cummingk@gcpsmail.com)

By When: At minimum Quarterly with Leadership Team

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:

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

71% of students scoring below state average for proficiency, students who scored Level 1 or 2. Math proficiency is below state averages. This is a critical area.

Measurable Outcome:

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

By the end of the 2023-24 school term, there will be an increase in overall Math proficiency of 29% to 40% or higher. Proficiency will increase to at least 37%, up from 29% the previous year.

Monitoring:

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

This Area of Focus will be monitored using more individualized interventions to assist students with specific skills. Math interventions will be used to assist with math proficiency. Lessons will be used to provide a standards based instructional approach, such as iReady Math, and IXL to increase exposure and remediation.

Students will take a baseline, midyear progress monitoring exam and the final monitoring piece will be the results of the FAST PMIII.

Person responsible for monitoring outcome:

Kimberly Cummings (cummingsk@gcpsmail.com)

Evidence-based Intervention:

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

Provide small group and push-in interventions during classroom activities using the iReady Toolbox. Utilize iReady data to drive intervention and/or enrichment based on individualized student need. Use Performance Matters data to determine additional support needed for Tier II and Tier III students. Students will have weekly and/or biweekly assessments. After each assessment, it will be determined which standards have been met in order to inform instruction. Additionally students can receive after-school support/tutoring for help with concepts.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The strategies target all students Tier I, Tier II and Tier III. It provides data to support teacher planning and interventions. The strategies provide additional support for students after direct instruction. The programs provide teachers with additional curriculum and assessments that align with standards-based instruction. It also allows students to take ownership in their education and get the support that they need to be successful.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Provide professional learning opportunities to support evidenced-based instructional strategies.
2. Implement ongoing progress monitoring.
3. Bi-weekly meetings, gradually moving to weekly meetings to discuss data and additional support needed.
4. Follow pacing guides created for subject area.
5. Provide opportunities in After-School Program for additional support
6. Teachers will be afforded the opportunity to remain after school for up to one hour to do additional planning for this focus area.
7. After-school tutoring and instruction.
8. End of Year FAST PMIII

Person Responsible: Shannon Williams (williamssha@gcpsmail.com)

By When: End of Year FAST PMIII

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:

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

Science is an academic area critical to post secondary college and career paths. In order for students to be proficient in science, they need the opportunity to be creative problem solvers while applying basic conceptual knowledge. WGMS data from 2023 revealed that only 34% of students were proficient in science compared to the state average. The data is consistent with low proficiency in reading.

Measurable Outcome:

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

By the end of the 2023-24 school term, there will be an improvement in Science proficiency up from 34% to 40%.

Monitoring:

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

Implement continuous progress monitoring and use the data to inform instruction. Use Performance Matters assessment data to determine additional support needed for Tier II and Tier III students.

Person responsible for monitoring outcome:

Kimberly Cummings (cummingsk@gcpsmail.com)

Evidence-based Intervention:

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

There will be an emphasis on vocabulary building while continuing to utilize project based learning to connect science to real world experiences. Planned and purposeful department meetings with the administrative team are scheduled into the PLC calendar: Intentional planning utilizing science standards, item specifications, and response mechanisms Data review to promote collaboration, targeted focus review of standards and intervention.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy. Emphasis on vocabulary building will assist students in developing their vocabulary repertoire and make connections which are conducive to improving comprehension. Hands on experiences will increase the opportunities for students to understand more complex concepts and experience science in a real world setting.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Create PLC calendar to ensure time is protected and Administration is present.
2. Collaborative planning with administrative team.
3. Provide expectations for and model of a Common Board Configuration.
4. Breakdown student data after each diagnostic window is over looking for areas of strength and areas of weaknesses making sure we connect areas of strengths and weaknesses to standards.
Provide professional learning opportunities to support evidenced-based instructional strategies.
5. Implement ongoing progress monitoring.
6. Bi-weekly meetings, gradually moving to weekly meetings to discuss data and additional support needed.
6. Provide opportunities in After-School Program for additional support
7. Teachers will be afforded the opportunity to remain after school for up to one hour to do additional planning for this focus area.

Person Responsible: Kimberly Cummings (cummingksk@gcpsmail.com)

By When: At minimum, quarterly

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

Area of Focus Description and Rationale:

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

Out of schools suspensions and behavior incidents are above state averages.

Measurable Outcome:

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

Reduce out of school suspensions and behavior incidents by 10%.

Monitoring:

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

New steps for documented interventions prior to referral being submitted.

Documentation of parent contact.

Documentation of verbal warning unless the infraction is a zero tolerance offence.

Person responsible for monitoring outcome:

Kimberly Cummings (cummingk@gcpsmail.com)

Evidence-based Intervention:

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

Provide restorative practices and other interventions/mentors to work with students and build better relationships.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Implementing additional steps prior to submitting a referral will promote opportunities to increase parent involvement and build better relationships with the student.

Change the negative connotation of In-School-Suspension to promote opportunities for students to reform the negative behaviors which have been exhibited.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Redirect student, contact parent and document the behavior; document accommodations provided if applicable
2. Discipline Intervention (ie. Lunch detention etc.), contact parent and document the behavior
3. Assigned Opportunity For Improvement (O.F.I.) Contact parent and advise that next interaction would be Out of School Suspension (Out of School Suspension assigned to all Zero Tolerance Offenses)

Person Responsible: Kimberly Cummings (cummingk@gcpsmail.com)

By When: End of the 2023-24 School term.

Expose students to higher education and vocational skills to encourage college and career exploration. Students will gain pertinent information to help them decide on which tract they are interested in for their future.

Person Responsible: Kimberly Cummings (cummingksk@gcpsmail.com)

By When: This will be completed throughout the 2023-24 School term.

CSI, TSI and ATSI Resource Review

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

As a TSI school based off of data from the sub-groups who have not made AYP, SWD- three consecutive years, Blacks and whites, we will use the following processes to review school improvement funding allocations to ensure resources are allocated based on need:

1. The school leadership team, led by the principal, will review all relevant student and school data for all subgroups to determine needs and priorities.
2. Principal will coordinate with the office of Academic Services to discuss and verify the school improvement funding allocation and guidelines for the 2023-2024 school year.
3. The School Leadership team in collaboration with all relevant stakeholders, i.e. faculty/staff, parents, students, etc., will develop an action plan and schedule of activities/interventions to address the areas of need.
4. SIP/Schedule of interventions and activities will be implemented and monitored to assess the effectiveness of interventions/services and make modifications as needed based on data.

Expectations:

1. Data Driven Instruction
2. Create a Culture of High Expectations
3. Frequent and Intensive Tutoring
4. After-School Tutoring and Mentoring.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Grades 3-5: Instructional Practice specifically related to Reading/ELA

4th- 60% were lower than Level 3 on the 2023 Spring ELA Assessment
5th- 64% were lower than Level 3 on the 2023 Spring ELA Assessment

This area was identified as a critical area of need for the following reasons: more than half of students who tested, scored below the state average for proficiency; the percentage of students who scored in the low level range of Level 1 and Level 2; the percentage of students who scored Level 1 two of the last three years, as well as students who are Level 2 and have not shown any Learning Gains, in two of the last three years.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

Grades 3-5 Measurable Outcomes

1. By the end of the 2023-24 school term, there will be an increase in overall 4th grade ELA proficiency, from 40% to 50%.
2. By the end of the 2023-24 school term, there will be an increase in overall 5th grade ELA proficiency, from 36% to 50%.
3. By the end of the 2023-24 school term, there will be an increase in overall 6th grade ELA proficiency from 24% to 50%.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

1. This Area of Focus will be monitored with more individualized interventions to assist students with specific skills, with use of the Double Down/Push In Rotational Model.
2. The Leadership Team will Disaggregate data from PM1 to PM2, STAR and IReady and Performance Matters to track progress.
3. Data Chats will be held with teachers and students
4. Use of the MTSS process will provide support for students who have an IEP, 504 or ELL plan.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Cummings, Kimberly, cummingsk@gcpsmail.com

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The evidenced-based practice/programs being implemented to achieve the measurable outcomes in each grade will consist of

1. STAR
2. IReady
3. Small Group Instruction

The programs and practices will be monitored as follows:

- a. Disaggregating the results from weekly/biweekly assessments from IReady
- b. Walk-through's and observations of small group instruction
- c. Disaggregating data from the STAR assessment
- d. Triangulating data from F.A.S.T. data, IReady data and STAR data

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

STAR and IReady are aligned to the BEST standards. The curriculum used to teach students in these grade levels are aligned to the BEST standards. The programs used will assess students and provide data which may be used to drive instruction.

Small group instruction is a practice which will allow teachers to hone in on the identified deficiencies which students exhibit based on the results of progress monitoring using the evidenced-based programs.

-Students who do small group work generally learn more of the material and retain their knowledge longer than students who don't.

-Small group instruction simplifies the process for teachers to give students the one-on-one attention they need, to observe their learning in action, and to provide immediate constructive feedback.

Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step

Person Responsible for Monitoring

The action steps that will be taken to address the Area of Focus will be as follows:

1. Literacy Leadership:
 - a. Identify the students who scored below a Level 3 on the 2023 FAST assessment
 - b. Disaggregate data from the FAST PMI
 - c. Disaggregate data from the IReady baseline assessment
 - d. Disaggregate data from the STAR baseline assessment
 - e. Triangulate the data to determine the weakest area of focus in literacy
2. Literacy Coach:
 - a. Conduct PL with Impact teachers to create data-driven instructional plans
 - b. Create an Instructional Focus Progress Monitoring Calendar
 - c. PL on use of Small Groups with fidelity
3. Assessment:
 - a. Ensure progress monitoring assessments are aligned with the Instructional Focus Calendar and District Pacing Guide
 - b. Ensure that all assessments are completed by dates of the District and State Assessment Calendar
4. Professional Learning:
 - a. Common Planning on West Gadsden's campus allows for Professional Learning to take place with each subject area.
 - b. Professional Learning will continue throughout the school term focusing on areas which address the Area of Focus, Reading Achievement

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

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

West Gadsden Middle School will provide various platforms for dissemination of the SIP to stakeholders, students, families, school staff, local businesses and organizations. The plan will be located on the school webpage at <https://wgms.gadssdenschools.org/>

West Gadsden Middle School will conduct a meeting through its Parent University/ Title I Open House to provide stakeholders opportunities to ask questions as it relates to the SIP.

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

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

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/ELL/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 Skyler 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 Settings to activate Win understand.

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

- The academic program will be strengthened through intense monitoring by the Administration and Leadership team.
- Observations and classroom walk-throughs will be conducted at regular intervals. Immediate feedback will be given to all instructors.
- Teachers will plan together during common planning times to create enriched and accelerated lessons to meet the needs of all students.
- The areas of focus are reading math, science and culture.

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

- The social and emotional learning platform will be introduced to assist students, which in turn will help increase performance, leading to increased student achievement.
- West Gadsden Middle School has a school-based Social Worker and Guidance counselor who are both well versed in the area of Social and Emotional Learning.

-Professional Learning for the MTSS process will be conducted and implemented with fidelity to support the needs of our students.

-West Gadsden Middle School in collaboration with the Gadsden County Sheriff's Department will implement the 10 week DARE program for the 2023-24 school term.

Optional Component(s) of the Schoolwide Program Plan

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

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

A School Social Worker is on campus to meet the needs of students in the area of counseling and mental health. The school will secure an online social emotional learning program to be made available for students.

The school has a Calming Room designed to assist students when needed.

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

West Gadsden Middle School's Accelerated Middle School Program- Students have readily available high school credit courses putting them on track to have the opportunity to become dual enrolled or attend CTE courses to earn post-secondary credits while in high school.

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

Students will participate in a mentoring program at Tier III.

Students will be supported by a teacher and student mentor to ensure success.

Students will be given opportunities to alter behavior in school unless the infraction warrants out of school suspensions.

Multiple opportunities to self correct will be provided.

In-school suspension will take place after verbal warnings and other interventions have been exhausted.

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

Professional learning will take place as deemed necessary.

Teachers will meet at least twice a week to plan together and discuss academic assessments.

Teachers will be afforded the opportunity to take courses needed to be highly qualified.

Teacher will receive immediate feedback to make adjustments to move towards being a highly effective teacher.

Teachers teaching ELA and Reading will work towards becoming Reading Endorsed if they are not already Reading Endorsed.

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

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: ELA				\$63,750.33
Function	Object	Budget Focus	Funding Source	FTE	2023-24	
5100	120	0052 - West Gadsden Middle School	TSSSA		\$51,240.00	
		<i>Notes: Provide after-school tutorial (Four days per week and two hours per day, six teachers at \$35 per hour. One SRO and one guardian. One Director of Afterschool three hours per day, four days per week at \$40 per hour. Teachers x 6 x 2 p/d = 12 p/d x \$35 p/h = \$20 p/d x 84 days = \$35,280.00. SRO x 2 hr p/d = \$70 p/d x 84 days = \$5,880.00. Director \$40 x 3hr p/d = \$120 p/d x 84 = \$10,080.00.</i>				
5100	120	0052 - West Gadsden Middle School	TSSSA		\$7,980.00	
		<i>Notes: Provide afterschool tutorials. Custodial Staff will be paid for one hour as their shift ends one hour before afterschool is over (\$15 p/h x 1 = \$15 x 84 days = \$1,260) Salary for paraprofessionals to support afterschool 2 paraprofessionals x 2 hr/day x \$20 = \$40 per para x 2 = \$80 p/d x 84 days = \$6,720</i>				
5100	210	0052 - West Gadsden Middle School	TSSSA		\$4,530.33	
		<i>Notes: FICA benefits for afterschool employees: FICA (\$59,220 x 7.65% = \$4,530.33</i>				
2	III.B.	Area of Focus: Instructional Practice: Math				\$0.00
3	III.B.	Area of Focus: Instructional Practice: Science				\$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$11,400.00
Function	Object	Budget Focus	Funding Source	FTE	2023-24	
5100	150	0052 - West Gadsden Middle School	TSSSA		\$7,400.00	
		<i>Notes: Supervision for students will be provided by one paraprofessional before school and one paraprofessional afterschool for a projected 141 days.</i>				
6400	510	0052 - West Gadsden Middle School	TSSSA		\$4,000.00	
		<i>Notes: Educators will participate in Professional Learning team building activities to promote a positive school culture and climate. Purchase supplies such as pens, pencils, notepads, gift bags, and miscellaneous incentive items. Teachers will be given school supply bags for participating in the session.</i>				
Total:					\$75,150.33	

Budget Approval

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

No