Gadsden County Schools

WEST GADSDEN MIDDLE SCHOOL

2025-26 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 (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

West Gadsden Middle School, 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

Nurtured and educated students who are career, college, and civic ready.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

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

Leadership Team Member #1

Employee's Name
Cheryl Moody

Moodyc@gcpsmail.com

Position Title
Principal

Job Duties and Responsibilities

- Instructional Leader
- Overall Supervision of all Personnel
- Ensures overall Safety of staff, students, and visitors
- Oversees School Curriculum
- Oversees School Budget
- Oversees Data Meetings

- Manage and organize and keeper of All campus data
- Oversees of School-wide Master Calendar
- Evaluator for all staff
- Public Relations
- State Assessment Data for School Grade
- Beginning of school Activities (Faculty Letters & Pre-Planning Agenda
- Supervises preparation for administration of State Assessments and other Standardized test
- Request for Leave Approval
- Supplements
- Coordinates quarterly Honor Roll, Perfect Attendance Assemblies,
- Coordinates all student and staff incentives
- Emergency Response Team (ERT) Leaders
- Classified/Clerical Duty Schedule
- Sonitrol and Security
- Oversees School-Wide Professional Development Calendar
- Student Arrival and Dismissal Process and procedures with AP
- Instructional Focus Calendar
- Title I budget and Activities in Partnership with Title I Contract
- Facilitates weekly Leadership Team meetings
- Monitors Lesson Plans, grade books, grade distribution of supervised teachers

Leadership Team Member #2

Employee's Name
Tawanda Scott

Scottt@gcpsmail.com

Position Title
Assistant Principal

Job Duties and Responsibilities

- Enforcing Attendance rules
- Meeting with parents to discuss student behavioral or learning problems
- Responding to disciplinary issues
- Coordinating use of school facilities for day-to-day activities and special events
- Working with teachers to ensure delivery of curriculum standards (PLC's)
- Developing and maintaining school safety procedures
- Evaluating teachers and learning materials to determine areas where improvement is needed
- Coordinating and planning class schedules
- Assessing data such as state standards and test scores

- Coordinating transportation for students
- Hiring and training staff
- Ordering and approving equipment and supply orders
- Maintaining systems for attendance, performance, planning, and other reports
- Supervising grounds and facilities maintenance
- Walking the hallways and checking in on teachers and classrooms
- Responding to emails from teachers, parents and community members

Leadership Team Member #3

Employee's Name
Gloria Gallon

gallong@gcpsmail.com

Position Title
Reading Coach

Job Duties and Responsibilities

- Create and maintain positive relationships with teachers and administrators
- Communicate effectively with all members of the school community and district
- Design and lead professional development learning opportunities for teachers
- Work with teachers to set goals, and solve problems
- Collaborate with teachers and school administrators to develop learning materials, and lesson plans that align with benchmarks and standards • Assist and support teachers with curriculum software, and classroom related technologies
- Communicate and demonstrate research-based instructional practices that result in increased student performance, and improved classroom environment
- Lead and/or participate in PLCs
- Attend professional development conferences and workshops
- Assist teachers with conducting student assessments as appropriate
- Provide support in analyzing student data to make instructional decisions
- Demonstrate a thorough knowledge of curriculum, subject matter, and instructional practices
- Assist teachers with specific classroom activities when requested
- Model lessons when appropriate
- Provide support for classroom motivation and management strategies
- Participates in building an action plan, and working toward school goals • Positively works toward meeting identified state, district improvement goals

Leadership Team Member #4

Employee's Name

Edna Henson

ehenson@gcpsmail.com

Position Title
School Counselor

Job Duties and Responsibilities

- Implement our comprehensive guidance programs
- Conduct career education lessons
- Coordinate the transition programs for 8th grade students
- Coordinate counseling services with outside agencies
- Coordinate the 504 plans for all students
- Assist teacher with special accommodations for students
- Counsel students and parents
- Coordinate our Homeless programs and community outreach
- Coordinate our mental health resources.

Leadership Team Member #5

Employee's Name
Myra Grant

Position Title
Math Coach

Job Duties and Responsibilities

- Create and maintain positive relationships with teachers and administrators
- Communicate effectively with all members of the school community and district
- Design and lead professional development learning opportunities for teachers
- Work with teachers to set goals, and solve problems
- Collaborate with teachers and school administrators to develop learning materials, and lesson plans that align with benchmarks and standards · Assist and support teachers with curriculum software, and classroom related technologies
- Communicate and demonstrate research-based instructional practices that result in increased student performance, and improved classroom environment
- Lead and/or participate in PLCs
- Attend professional development conferences and workshops
- Assist teachers with conducting student assessments as appropriate
- Provide support in analyzing student data to make instructional decisions
- Demonstrate a thorough knowledge of curriculum, subject matter, and instructional practices
- Assist teachers with specific classroom activities when requested

- Model lessons when appropriate
- Provide support for classroom motivation and management strategies
- Participates in building an action plan, and working toward school goals • Positively works toward meeting identified state, district improvement goals

Leadership Team Member #6

Employee's Name
Lilian Jimenez

Jimenezlil@gcpsmail.com

Position Title
Data Entry/Registrar

Job Duties and Responsibilities

Assist with Master Scheduling
Assist with Pulling Reports from Focus
Assist with Managing Entry and Withdrawals
Manages FTE Reports
Assist with Pulling other Data Reports

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

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

During preplanning, teachers and staff members will have an opportunity to review the goals and action steps of the School Improvement Plan (SIP). At this time teachers and staff can offer additional feedback for the leadership team to consider. The SIP will also be reviewed at the initial School Advisory Committee (SAC) which includes school principal, faculty, staff, community members and business owners to provide the opportunity to provide feedback, additional goals or action steps that stakeholders believe should be considered or included.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

Progress towards meeting the school improvement goals will be embedded in weekly common planning meetings as well as bi-weekly admin data meetings with each department. At the end of each quarter the leadership team and other stakeholders will revisit the SIP goals and action steps to determine if the action steps are moving the school towards each goal. During this meeting, revisions will be made as needed. The SIP will be shared quarterly at the SAC meeting to ensure that progress toward goals is accomplished.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**COMBINATION** **4-8**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**YES**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**CSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **ENGLISH LANGUAGE LEARNERS (ELL)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)*** **HISPANIC STUDENTS (HSP)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25:** **2023-24: D** **2022-23: C** **2021-22: C** **2020-21:**

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment					35	77	58	63	58	291
Absent 10% or more school days							30	30	30	90
One or more suspensions						8	17	20	20	65
Course failure in English Language Arts (ELA)									4	4
Course failure in Math					0	1	0	2	7	10
Level 1 on statewide ELA assessment					0	37	27	28	20	112
Level 1 on statewide Math assessment					15	29	19	27	28	118
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)						12	20	32	25	89
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2025-26

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						19	29	32	28	108

Current Year 2025-26

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

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

Prior Year (2024-25) 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					28	20	32	43	44	167
One or more suspensions					15	5	29	27	31	107
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment					29	24	30	34	27	144
Level 1 on statewide Math assessment					30	14	33	14	7	98
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)					8					8

Prior Year (2024-25) 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	0	0	0	0	0	0	0	0	0

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

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

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

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

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

> Data for 2024-25 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	29	40	61	25	32	58	30	32	53
Grade 3 ELA Achievement		47	62		45	59		47	56
ELA Learning Gains	49	54	61	38	46	59			
ELA Lowest 25th Percentile	54	60	55	49	49	54			
Math Achievement*	30	42	62	33	37	59	26	33	55
Math Learning Gains	43	54	60	43	50	61			
Math Lowest 25th Percentile	48	56	53	51	55	56			
Science Achievement	35	33	57	22	21	54	22	20	52
Social Studies Achievement*	55	55	74	43	45	72	62	38	68
Graduation Rate		86	72		63	71		70	74
Middle School Acceleration	35	60	75	50	48	71	33	56	70
College and Career Acceleration		62	56		89	54		69	53
Progress of ELLs in Achieving English Language Proficiency (ELP)	29	43	61	49	57	59	45	50	55

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

**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)

2024-25 ESSA FPPI

ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	41%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	407
Total Components for the FPPI	10
Percent Tested	93%
Graduation Rate	

ESSA OVERALL FPPI HISTORY

2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
41%	40%	35%	47%	33%		41%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 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.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	27%	Yes	6	6
English Language Learners	46%	No		
Black/African American Students	36%	Yes	6	
Hispanic Students	44%	No		
White Students	44%	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.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	29%		49%	54%	30%	43%	48%	35%	55%	35%			29%
Students With Disabilities	10%		29%	43%	13%	26%	40%						
English Language Learners	40%		52%	52%	39%	42%	48%	45%	57%	57%			29%
Black/African American Students	20%		43%	57%	25%	41%	53%	23%	53%	12%			
Hispanic Students	39%		52%	48%	35%	45%	44%	37%	63%	48%			33%
White Students	37%		63%		32%	42%							
Economically Disadvantaged Students	30%		51%	59%	31%	44%	49%	36%	55%	36%			25%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	25%		38%	49%	33%	43%	51%	22%	43%	50%			49%
Students With Disabilities	9%		29%	41%	38%	58%	56%	14%	6%				
English Language Learners	29%		45%	58%	39%	43%	41%	27%	41%	43%			49%
Black/African American Students	21%		34%	47%	30%	42%	52%	17%	42%	52%			
Hispanic Students	33%		44%	50%	38%	44%	43%	26%	45%	48%			48%
White Students	6%		13%		29%	50%							
Economically Disadvantaged Students	24%		36%	48%	33%	42%	49%	19%	41%	47%			53%

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%				26%			22%	62%	33%			45%
Students With Disabilities	14%				7%			10%					
English Language Learners	38%				43%			39%	64%	52%			34%
Native American Students	45%												
Black/African American Students	21%				15%			9%	57%	7%			
Hispanic Students	39%				38%			41%	69%	54%			31%
White Students	35%				25%								
Economically Disadvantaged Students	29%				26%			21%	60%	32%			28%

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.

2024-25 SPRING

SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	4	34%	36%	-2%	56%	-22%
ELA	5	27%	36%	-9%	56%	-29%
ELA	6	22%	30%	-8%	60%	-38%
ELA	7	32%	40%	-8%	57%	-25%
ELA	8	29%	35%	-6%	55%	-26%
Math	4	39%	44%	-5%	62%	-23%
Math	5	24%	35%	-11%	57%	-33%
Math	6	24%	33%	-9%	60%	-36%
Math	7	17%	41%	-24%	50%	-33%
Math	8	41%	36%	5%	57%	-16%
Science	5	23%	25%	-2%	55%	-32%
Science	8	8%	8%	0%	49%	-41%
Civics		54%	55%	-1%	71%	-17%
Biology		86%	46%	40%	71%	15%
Algebra		29%	26%	3%	54%	-25%
Geometry		47%	18%	29%	54%	-7%

2024-25 WINTER

SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra						

* data suppressed due to fewer than 10 students or all tested students scoring the same.

2024-25 FALL

SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra						

* 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?

Science is the data component that showed the highest levels of improvement with a 13% increase from the previous year (2024-22% and 2025 35%). Teachers allowed the progress monitoring data to guide instruction utilizing resources that directly addressed the standard.

Lowest Performance

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

ELA is the data component that showed the lowest performance with an overall ELA achievement score of 29%. It is likely that the targeted selection of students who displayed the lowest levels of performance in ELA was due to teachers teaching out of field, lack of intentional progress monitoring; specifically students with disabilities whose overall ELA achievement was 10% and Black/African American students whose overall ELA achievement level was 20%. Other contributing factors include attendance and discipline referrals.

Greatest Decline

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

Math is the data component that showed the greatest decline with an overall achievement score of 30% which was a 3% decrease from the previous year. It is likely that the targeted selection of students who displayed the lowest levels of performance in Math was due to teachers teaching out of field, lack of intentional progress monitoring; specifically students with disabilities whose overall Math achievement was 13% and Black/African American students whose overall Math achievement level was 25%. Other contributing factors include attendance and discipline referrals.

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 Science is the data component with the greatest gap when compared to the state average with an overall Science achievement level of 8% which is a gap of 41%. It is likely that the targeted

selection of students who displayed the lowest levels of performance in Science is due to teachers teaching out of field, lack of intentional progress monitoring; specifically students with disabilities whose overall Science achievement was 0% and Black/African American students whose overall Science achievement level was 23%. Other contributing factors include little to no instruction in non-tested grades, low Reading proficiency, attendance and discipline referrals.

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

The two areas of concern is the number of students scoring level one on the ELA and Math statewide assessments.

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

1. Improve ELA, and Math achievement levels of Black/African American Students.
2. Improve ELA and Math achievement levels of Students with Disabilities.
3. Improve overall Science Achievement
4. Intentional Progress Monitoring for targeted subgroups.
5. Targeted PLC's for ELA, Math, and Science

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

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

Area of Focus #1

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

Instructional Practice specifically relating to ELA required by RAISE (specific questions), Math, Science

Area of Focus Description and Rationale

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

At West Gadsden, there were 66% or more students in Grades 4th-8th scoring below a level 3 in ELA achievement on the 2025 PM 3 F.A.ST Assessment. The numbers include students with disabilities and African American Students who have not experienced achievement in 5 years according to the federal index. The students at West Gadsden performed 9% below the districts average at 40% and 31% below the state average of 61%.

At West Gadsden, there were 50% or more students in Grades 4th-8th scoring below a level 3 in Math achievement on the 2025 PM 3 F.A.S.T. he numbers include students with disabilities and African American Students who have not experienced achievement in 5 years. The students at West Gadsden is performing 18% below the districts average at 48%.The students at West Gadsden performed 12% below the districts average at 42% and 32% below the state average of 62%.

At West Gadsden, there were 70% or more students in Grades 5th & 8th scoring below a level 3 in Science achievement on the 2025 PM 3 Science Assessment. The numbers include students with disabilities and African American Students who have not experienced achievement in 5 years. Although West Gadsden is performing better than the districts average at 35%, the students performed 22% below the states average of 57%.

Grades K-2: Instructional Practice specifically relating to Reading/ELA
No Answer Entered

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

Use of core and supplemental to address the full-extent of the Reading standard. Incorporate gradual release of responsibility, graphic organizers, and engagement strategies in weekly lessons.

Incorporate small group/teacher-led instruction. Use of iReady Reading program to improve skills that are diagnosed as deficient by the platforms diagnostic assessment which measures reading skills across phonics vocabulary, and comprehension. Once diagnosed, students will receive targeted and prescribed lessons in one or more of the aforementioned areas to improve reading. Utilize supplemental material for Tier 2 and Tier 3 underperforming students. Utilized contracted teachers beyond the school day and/or hire tutors to tutor underperforming students.

Grades K-2: Measurable Outcome(s)

No Answer Entered

Grades 3-5: Measurable Outcome(s)

By the Spring of 2026, at least 49% of students in grades 4-8 will demonstrate proficiency as measured by the F.A.S.T. ELA Assessment achievement levels.
By the Spring of 2026, at least 48% of students in grades 4-8 will demonstrate proficiency as measured by the F.A.S.T. Math Assessment achievement levels.
By the Spring of 2026, at least 40% of students in grades 4-8 will demonstrate proficiency as measured by the State Science Assessment achievement levels.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The teachers, admin, and leadership team will provide structure for Curriculum Resource Management. The team will work to create power-point presentations for daily instructional flow for Reading, Math, and Science. The presentations will have embedded cues to prompt teachers on what to do next.

Person responsible for monitoring outcome

Cheryl Moody

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Evidence based intervention includes creating Tier 1 Power-Point Presentations for daily instruction in ELA, Math, Science. Each power-points must address the following: What is it we want our students to know and be able to do?, How will we know if each student has learned it?, How will we respond when some students do not learn it?, How will we extend the learning for students who have demonstrated proficiency?.

Rationale:

According to Know Your School, Gadsden County as a whole had 66% inexperience teachers, West Gadsden had 63% inexperienced teachers, compared the states 35% Inexperience teachers. Currently, there are a total of five (5) ELA teachers (one teacher per grade level). Of the five (5) teachers, only one (1) teacher has at least two (2) years of experience teaching and/or working with the iReady platform. Three (3) of the teachers are out of field. The last teacher, although has teaching experience in Ghana, is new to teaching in the United States. Having subject area presentations with the necessary built-in components by Course Number will give students access to powerful instruction from day one.

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

Will this evidence-based intervention be funded with UniSIG?
Yes

Description of Intervention #2:
Evidence based intervention also includes offering tutoring for underperforming students and enrichment for students who are at or above achievement level.

Rationale:
Offering Enrichment to students who are on grade level will provide additional time and opportunity for students to ask clarifying questions and get help with standard based task.

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

Will this evidence-based intervention be funded with UniSIG?
Yes

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Summer Curriculum Resource Management

Person Monitoring:
Coordinator

By When/Frequency:
April

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Assign a Coordinator to oversee the process inviting three teachers (one from ELA, Math, Science) to review current curriculum resource management systems and revise/ create a more developed system that addresses all the necessary components.

Action Step #2
Tutoring: Before/During/Summer Months

Person Monitoring:
Moody

By When/Frequency:
September

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Identify qualified Reading, Math, and Science teacher, supplemental teaching material, materials such as chart paper, pencils, paper, notebooks, students (based on data), room location, and days of the week. Partner with Varsity tutors/Edmentum tutors and use data to identify target group of

students, day, time, frequency, and coordinator. Acquire necessary materials such as headphones with microphones, working student computers, schedules, and meeting locations.

Area of Focus #2

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

Instructional Practice specifically relating to Benchmark-aligned instruction, Collaborative Planning, Instructional Coaching

Area of Focus Description and Rationale

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

The amount of time admin and instructional coaches have with teachers during their planning time is limited during the the school day. The admin and leadership team need more time to collaborate with teachers in meaningful planning help learning targets, ensure task alignment, and build in checks for understanding.

Measurable Outcome

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

By the June 2026, teachers will be creating meaningful lesson plans to include learning targets that addresses the full-extent of the standard, task aligned instruction, and frequent checks for understanding to improve students achievement.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Members of the leadership team will monitor weekly lesson plan for reading, math, and science to ensure are lesson plans are addressing the needs of the students.

Person responsible for monitoring outcome

Cheryl Moody

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Evidence based intervention include admin and members of the leadership team facilitate weekly

collaborative lesson planning session 1-2 hours beyond the school day to assist with identifying learning targets, aligning task to address the full extent of the standard, and create checks for understanding for Reading, Math, and Science. Once the plans are complete, we will ensure the materials and supplies are available to teachers to effectively carry them out. This includes supplemental materials, students laptops, and furniture and equipment.

Rationale:
Teachers will receive support in al aspects of planning. Collaborative planning will help produce the quality of instruction needed to positively impact student achievement.

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

Will this evidence-based intervention be funded with UniSIG?
Yes

Description of Intervention #2:
Evidence based intervention is Monthly PD that extend 4-5 hours beyond the school day for Reading, Math, and Science teachers. PD will be lead facilitated by Admin, Instructional coaches. PD will focus on the identified instructional look fors, small group instruction, differentiation, enrichment and other areas that are identified from classroom walkthroughs by school, district, and state teams. Evidence based practice also includes admin and leadership team attend local and National professional development throughout the summer months that are to remain up-to-date on best practices pertaining to ELA (Reading), Math, and Science.

Rationale:
Teachers are expected to include instructional strategies/ Best practices such as small group instruction, differentiation, enrichment, t into their way of work within the classroom. Routined PD for teachers, admin, and Leadership team will provide training and support.

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

Will this evidence-based intervention be funded with UniSIG?
Yes

Action Steps to Implement:
Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Lesson Planning 1-2- hours beyond School Day

Person Monitoring:	**By When/Frequency:**
Cheryl Moody	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Send invites to teachers.

Action Step #2
Professional Development 4-5 Hours Beyond the School Day

Person Monitoring:	**By When/Frequency:**
Cheryl Moody	Monthly

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

step:
Create a needs assessment for teachers to complete and prioritize PD based on the assessment. Identify dates for each month and prepare agenda and gather materials.

Action Step #3
Summer Professional Development for Admin and Leadership Team

Person Monitoring:	**By When/Frequency:**
Cheryl Moofy	April

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Identify professional development training opportunities that align with the goals at West Gadsden. These training can be held locally or Nationally.

IV. Positive Learning Environment

Area of Focus #1
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.

West Gadsden Middle has 108 students with 2 or more early warning indicators. Research shows that students who are capture in this number have a reduced chance for 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.

The goal is to reduce the number of 108 students with 2 or more indicators in 24-25 by 50% for the 25-26 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 truancy team which is made up by the social worker, guidance counselor, registrar, and parent liaison will meet bi-weekly pull attendance reports and discuss truant students and attendance trends.

Members of the behavior team which is made up of the Assistant Principal and Para for Behavior will work closely together to implement school wide systems to address behaviors that are frequently reported.

The MTSS Team will monitor school reports from FOCUS that details students who are in danger of failing core courses.

Person responsible for monitoring outcome
TaWanda Scott

Evidence-based Intervention:
Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
School admin and support staff will implement attendance challenges and offer incentives to encourage student attendance.

Rationale:
Give students something of interest to look forward to when attending school.

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

Will this evidence-based intervention be funded with UniSIG?
Yes

Description of Intervention #2:
Hire a dean whose primary role will be reduce target behaviors that disrupts the flow of instruction. Identify already published program that is interactive and best aligns with Gadsden Student Code of Conduct. The dean, school student government, and assistant principal will partner to incorporate PBIS, and create /role out sessions for students on the code of conduct. Students will have to attend training sessions during lunch time until unwanted behaviors are eliminated. The dean, student government, and assistant principal will partner to identify incentives for PBIS students will receive for change/modified behavior. These incentives also include field trips that are local and across the State of Florida.

Rationale:
The learning environment is often disrupted by distracting behaviors which negatively impact student learning.

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

Will this evidence-based intervention be funded with UniSIG?
Yes

Description of Intervention #3:
Hire a Parent Liaison whose primary role is to partner with Admin team to communicate with stakeholders using Remind Software regarding all school calendar of events/activities, set up school wide teacher and parent conferences, PBIS outcomes, school-wide attendance challenge outcomes/ celebrations and school-wide academic outcomes/celebrations. And facilitate workshops for parents and other stakeholders on instructional platforms to assist student learning at home.

Rationale:

Having a dedicated Parent liaison will be in partnership with admin and the leadership team to communicate with all stakeholders while admin and leadership focus on improving academic achievement.

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

Will this evidence-based intervention be funded with UniSIG?
Yes

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Truancy Team

Person Monitoring:
TaWanda Scott

By When/Frequency:
Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Identify the challenge to be role-out and ensure al stake holders are aware of the challenge for opportunities to support. Partner with students to identify incentives students would be interested in receiving.

Action Step #2
Dean

Person Monitoring:
Cheryl Moody

By When/Frequency:
October/weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Advertise and hire Dean. Partner with Student government and Assistant principals to set of the structure of the program and develop criteria for learning sessions to include meeting days and times throughout the week, length of each session (over days or weeks), measurement of growth , and documenting sessions. We also have to identify and purchase materials needed for the sessions.

Action Step #3
Parent Liaison partnering with Admin and Leadership Team to Communicate with stakeholders beyond the school campus using Remind Software.

Person Monitoring:
Cheryl Moody

By When/Frequency:
October

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Hire Parent Liaison, create a parent engagement plan, purchase Remind Software, begin communicating with parents.

Action Step #4
Report Cards

Person Monitoring:
AP Scott

By When/Frequency:
Quarterly

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

The MTSS team will pull and monitor grade reports from FOCUS to determine who if any students are in danger of failing a class. Then determine if any students should begin the MTSS process.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

Information about the School Improvement Plan will be shared with stakeholders during our monthly SAC meetings. The plan will also be available for viewing on West Gadsden's Schools Website- wgms.gasdsdenschools.org. Updates to the School Improvement Plan will be shared at future SAC meetings.

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

West Gadsden will build positive relationships with parents and families through increased opportunities of communication. Teachers will hold parent conference nights each quarter. The school provides additional outreach through School Messenger phone messages, and email. The Family Engagement Plan will be available on the "School Information" pull down menu of the school's webpage at wgms.gadsdenschools.org and shared during School Advisory Council (SAC) meetings and the Title I Annual meeting.

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

We will build time in the regular school day for targeted intervention though master scheduling to address Black/African American Students and Students with Disabilities needs in the areas of ELA, Math, and Science instruction. We plan to maximize staff allocations by training and modeling for them to push-in the classrooms and assist with interventions. We plan to differentiate instruction utilizing smaller groups/individual for subgroups who are consistently performing lower than their counterparts to address their individual needs. Positive culture and Environment specifically relating to early warning sign will improve attendance leading to more time in class for students.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

West Gadsden Middle has a guidance counselor, social worker, and outside state-funded counseling services to improve students' skills outside academic subject areas. The services are available to students upon recommendations by teachers, parents, and/or request by students. We are partnering with stakeholders both inside the school and the community to create mentor groups that target our most high need students. We will focus on embedding and integrating resiliency strategies every professional development opportunity. The goal will be to improve the mutual respect among teachers and students as well as finding ways to make connections to student interests.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

We have increased the opportunities for students to earn industry certifications, we are introducing a new course that helps students focus on community engagement and leadership which will also partner with Tallahassee Community College providing new opportunities for students.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

School staff members recommend students to the Multi-Tiered System of Support (MTSS) process to address behavioral and academic concerns and develop plans of action with strategies for students and teachers. The MTSS liaison will collaborate with the student services team to ensure the most appropriate and timely strategies are implemented.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

The school-based leadership team and district support will provide professional learning aligned to B.E.S.T. standards, authentic students engagement, and monitoring for student understanding, Instructional trend data, assessment results, and lesson progressions review will be used to guide and develop the professional learning for teachers , para professionals, and other school personnel to improve instruction at West Gadsden Middle School. We will conduct common planning sessions once a week.

Strategies to Assist Preschool Children
Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

N/A

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

The process in which we use is the district's directors and assistant directors identify resources that will be utilized for West Gadsden. The district directors and assistant director reviews the use of resources that are supported by funding sources inclusive of general funds and those funds dedicated to school improvement activities. The process to determine funding allocations focuses on both student and staff instructional capacity and the capacity/ needs of the instructional staff. Once deficiencies are identified, the team develops plans to address the needs of our students

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

Funds were identified to address professional development that extends beyond the school hours, summer hours and includes partnering with the districts technology department as well as recruiting curriculum specialist from other school districts and traveling to districts who demonstrate an exemplars in Curriculum Resource Management. The professional development includes: lesson planning, Course Presentation creation, Platform to house presentations, differentiated support of students through paras, instructional coaches, teachers, and support facilitators. The funds will address a district wide problem faced with inexperienced teachers to help provide powerful instruction.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	**No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
School Areas of Focus	Instructional Practice - ELA required by RAISE (specific questions) - Math - Science	5100/120	UNISIG	0.0	50,400.00
School Areas of Focus	Instructional Practice - Benchmark-aligned instruction - Collaborative Planning - Instructional Coaching	5900/220	UNISIG	0.0	3,213.00
School Areas of Focus	Instructional Practice - Benchmark-aligned instruction - Collaborative Planning - Instructional Coaching	6400/730	UNISIG	0.0	5,000.00
School Areas of Focus	Instructional Practice - Benchmark-aligned instruction - Collaborative Planning - Instructional Coaching	5900/240	UNISIG	0.0	474.59
School Areas of Focus	Instructional Practice - Benchmark-aligned instruction - Collaborative Planning - Instructional Coaching	6300/220	UNISIG	0.0	206.55
School Areas of Focus	Instructional Practice - Benchmark-aligned instruction - Collaborative Planning - Instructional Coaching	5900/128	UNISIG	0.0	42,000.00
School Areas of Focus	Instructional Practice - Benchmark-aligned instruction - Collaborative Planning - Instructional Coaching	5900/129	UNISIG	0.0	7,200.00
School Areas of Focus	Instructional Practice - Benchmark-aligned instruction - Collaborative Planning - Instructional Coaching	5100/510	UNISIG	0.0	43,434.69

12 teachers x 40hr x 105 hr. each teacher working 8.75 extra hr. $50,400, planning to increase scores in ELA, Math, and Science

FICA 420007.65%=4284

8 District personnel, BSI x $150 = $1,200 rental car $160 x = $800 8 x $36 = $288, FASFEPA, 8 X 1,200registration, rental car 160 x 5 = $800, FADIMA registration $75 x 5 = 375, rental car 2 x185= 370

W/C42000 X 1.13%=632.80

FICA 2700X7.65%=206.55

Before and after school for 10teachers X 35 hrs. for 3 days a week for 20 weeks, 2 hr. a day

Summer Curriculum Development for three teachers @ $40hX 4weeksX 3days3 Teachers 5H

Materials and Supplies for Supplemental Textbooks for each subject area, pens, post-it, paper, copy paper, chart paper, eliminating paper, poster printer paper, headphones.

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
School Areas of Focus	Instructional Practice - Benchmark-aligned instruction - Collaborative Planning - Instructional Coaching	5100/220	UNISIG	0.0	1,912.50
consumable					
FICA 12600X7.64%=1912.50					
School Areas of Focus	Instructional Practice - Benchmark-aligned instruction - Collaborative Planning - Instructional Coaching	6300/210	UNISIG	0.0	405.00
Retirement 2700x15%=405.00					
School Areas of Focus	Instructional Practice - ELA required by RAISE (specific questions) - Math - Science	7800/160	UNISIG	0.0	70,000.00
10 bus drivers for after-school x 2.5 hours days x 100 days x 28 hour =$70,000					
School Areas of Focus	Instructional Practice - Benchmark-aligned instruction - Collaborative Planning - Instructional Coaching	5900/210	UNISIG	0.0	6,300.00
Retirement 42000x 15%=8400					
School Areas of Focus	Instructional Practice - ELA required by RAISE (specific questions) - Math - Science	5100/510	UNISIG	0.0	17,500.00
Materials and Supplies for Supplemental Textbooks for each subject area, pens, post-it, paper, copy paper, chart paper, eliminating paper, poster printer paper, headphones, spiral notebooks, index dividers					
School Areas of Focus	Instructional Practice - Benchmark-aligned instruction - Collaborative Planning - Instructional Coaching	6500/640	UNISIG	0.0	38,500.00
55 Student Laptops 55X70=38,500 for science and ELA classes					
School Areas of Focus	Instructional Practice - Benchmark-aligned instruction - Collaborative Planning - Instructional Coaching	5900/240	UNISIG	0.0	81.36
W/C 7000x 1.13%=81.36					
School Areas of Focus	Instructional Practice - Benchmark-aligned instruction - Collaborative Planning - Instructional Coaching	6300/130	UNISIG	0.0	2,700.00
Summer Coordinator for Curriculum Development					

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
School Areas of Focus	Instructional Practice - Benchmark-aligned instruction - Collaborative Planning - Instructional Coaching	6300/240	UNISIG	0.0	30.51
W/C 2700 X1.13%=30.51					
8 District Travel to FASFEPA, x 2 hotel $280= 2240, rental car 6 x 160= 960 pre-diem 36 a day x 4 days x 8=1,152 registration for all conference 2,748	Instructional Practice - Benchmark-aligned instruction - Collaborative Planning - Instructional Coaching	6400/330	UNISIG	0.0	10,000.00
Total	**School Areas of Focus**				**299,358.20**
Positive Learning Environment *Dean of Discipline*	Multiple Early Warning Signs	6300/110	UNISIG	1.0	55,000.00
Positive Learning Environment *Retirement 26000X15%=3900*	Multiple Early Warning Signs	6150/210	UNISIG	0.0	3,900.00
Positive Learning Environment *W/C 55,00 X 1.13%=6250*	Multiple Early Warning Signs	6300/240	UNISIG	0.0	621.50
Positive Learning Environment *FICA 26000X7.65%=1989.00*	Multiple Early Warning Signs	6150/220	UNISIG	0.0	1,989.00
Positive Learning Environment *Parent Liaison*	Multiple Early Warning Signs	6150/150	UNISIG	1.0	26,000.00
Positive Learning Environment *Group Insurance*	Multiple Early Warning Signs	6150/230	UNISIG	0.0	5,000.00
Positive Learning Environment *Remind Software for Stakeholders beyond the School Campus Communication.*	Multiple Early Warning Signs	6150/369	UNISIG	0.0	8,000.00
Positive Learning Environment *W/C 26000X1.13%=293.80*	Multiple Early Warning Signs	6150/240	UNISIG	0.0	293.80
Positive Learning Environment *FICA 55,000X7.65%=4207.50*	Multiple Early Warning Signs	6300/220	UNISIG	0.0	4,207.50
Positive Learning Environment *Group Insurance*	Multiple Early Warning Signs	6300/230	UNISIG	0.0	5,000.00
Positive Learning Environment *Retirement 55,000 X 15%=8250*	Multiple Early Warning Signs	6300/210	UNISIG	0.0	8,250.00

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Total	Positive Learning Environment				118,261.80
Plan Budget Total					417,620.00