

Table of Contents

- SIP Authority 1
- I. School Information 3
 - A. School Mission and Vision 3
 - B. School Leadership Team 3
 - C. Stakeholder Involvement and Monitoring 5
 - D. Demographic Data 6
 - E. Early Warning Systems 7
- II. Needs Assessment/Data Review 10
 - A. ESSA School, District, State Comparison 11
 - B. ESSA School-Level Data Review 12
 - C. ESSA Subgroup Data Review 13
 - D. Accountability Components by Subgroup 16
 - E. Grade Level Data Review 19
- III. Planning for Improvement 20
- IV. Positive Culture and Environment 30
- V. Title I Requirements (optional) 32
- VI. ATSI, TSI and CSI Resource Review 36
- VII. Budget to Support Areas of Focus 38

School Board Approval

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

SIP Authority

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

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

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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.

B. School Leadership Team

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Kimberly Cummings

Position Title

Principal

Job Duties and Responsibilities

Provides instructional leadership; ensures that student learning is a priority; works collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective practices, student learning needs and assessments; employs and monitors a decision making process that is based on the schools' vision, mission and improvement priorities using facts and data; builds and maintains relationships with students, faculty, parents and community.

Leadership Team Member #2

Employee's Name

Shannon Williams

Position Title

Assistant Principal

Job Duties and Responsibilities

Mrs. Williams Assistant Principal for Curriculum: supervises the academic program under direction of the Principal. The AP for curriculum works with and coordinates the efforts of the academic Department Chairs and Math and Reading Interventionists to monitor and facilitate the academic progress of all students.

Mrs. Williams Assist the school principal with campus level operations, monitors student attendance and prepares reports and supervises the daily function of the school building.

Leadership Team Member #3

Employee's Name

Mellany Wiggins

Position Title

Instructional Coach

Job Duties and Responsibilities

Provides instructional support to all reading, ELA teachers, Math and Science teachers and students by co-teaching, mentoring, and modeling in classrooms. Provides support for continual assessment development and the collection, management, and analysis of data.

Leadership Team Member #4

Employee's Name

Edna Henson

Position Title

Guidance Counselor

Job Duties and Responsibilities

Guidance Counselor: Supervise guidance staff and delegates assignments, meeting the academic, career, and personal/social development of all students. Coordinate course registration period along with the school counseling program

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

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

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

West Gadsden has established regular and transparent channels of communication, such as flyers, emails, FOCUS parent portal, Clever, Skylert meetings, surveys, or social media, to share information, updates, feedback, and recognition.

The stakeholders of West Gadsden include our students, families and guardians, teachers, administrators, custodians, secretaries, other school staff; business owner, religious leaders, 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

The Leadership Team will meet bi-weekly to monitor the progress of the SIP goals. We will meet weekly with Instructional staff. During these reviews, student data will be monitored as well as best practices for instruction shared. We will use the Instructional/Reading Coach to push into classrooms to support quality instruction and rigor of standards. District Reading and math Specialists will also support instructional staff by pushing into classrooms. We will make necessary changes to work towards increasing student achievement. The data used will be PM1, PM2, PM3, STAR, Achieve 3000 and iReady.

D. Demographic Data

2024-25 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
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	93.5%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	CSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK)* HISPANIC STUDENTS (HSP) WHITE STUDENTS (WHT)* ECONOMICALLY DISADVANTAGED STUDENTS (FRL)*
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: D 2022-23: C* 2021-22: C 2020-21: 2019-20: D

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days					28	20	32	43	44	167
One or more suspensions					15	5	29	27	31	107
Course failure in English Language Arts (ELA)					0	0	0	0	0	0
Course failure in Math					0	0	0	0	0	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

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators										0

Current Year 2024-25

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

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

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days					20	13	26	32	25	116
One or more suspensions					7	11	25	25	34	102
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators					7	11	25	25	25	93

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

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

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	25	32	58	30	32	53	29	33	55
ELA Grade 3 Achievement **		45	59		47	56			
ELA Learning Gains	38	46	59				49		
ELA Learning Gains Lowest 25%	49	49	54				47		
Math Achievement *	33	37	59	26	33	55	32	39	42
Math Learning Gains	43	50	61				46		
Math Learning Gains Lowest 25%	51	55	56				50		
Science Achievement *	22	21	54	22	20	52	29	33	54
Social Studies Achievement *	43	45	72	62	38	68	58	43	59
Graduation Rate		63	71		70	74		27	50
Middle School Acceleration	50	48	71	33	56	70	75	46	51
College and Career Readiness		89	54		69	53		58	70
ELP Progress	49	57	59	45	50	55	59	59	70

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

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	40%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the FPPI	403
Total Components for the FPPI	10
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
40%	35%	47%	33%		41%	34%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	31%	Yes	5	5
English Language Learners	42%	No		
Black/African American Students	37%	Yes	5	
Hispanic Students	42%	No		
White Students	25%	Yes	5	
Economically Disadvantaged Students	39%	Yes	2	
2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	10%	Yes	4	4

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
English Language Learners	45%	No		
Native American Students	45%	No		
Black/African American Students	22%	Yes	4	1
Hispanic Students	45%	No		
White Students	30%	Yes	2	1
Economically Disadvantaged Students	33%	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	27%	Yes	3	3
English Language Learners	54%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Native American Students	55%	No		
Asian Students				
Black/African American Students	35%	Yes	3	
Hispanic Students	56%	No		
Multiracial Students				
Pacific Islander Students				
White Students	37%	Yes	1	
Economically Disadvantaged Students	47%	No		

D. Accountability Components by Subgroup

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

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	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%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	29%		49%	47%	32%	46%	50%	29%	58%	75%			59%
Students With Disabilities	5%		37%	50%	5%	30%	50%	10%	29%				
English Language Learners	37%		61%	56%	51%	58%	50%	41%	75%				59%
Native American Students	33%		54%		29%	77%			80%				
Asian Students													
Black/African American Students	19%		36%	35%	20%	37%	44%	18%	40%	70%			
Hispanic Students	41%		65%	61%	50%	54%	61%	40%	73%				60%
Multiracial Students													
Pacific Islander Students													
White Students	29%		56%		29%	41%		30%					
Economically Disadvantaged Students	29%		49%	50%	31%	45%	51%	29%	54%	75%			60%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	4	25%	28%	-3%	53%	-28%
Ela	5	25%	22%	3%	55%	-30%
Ela	6	16%	27%	-11%	54%	-38%
Ela	7	21%	31%	-10%	50%	-29%
Ela	8	35%	33%	2%	51%	-16%
Math	4	25%	33%	-8%	58%	-33%
Math	5	43%	28%	15%	56%	-13%
Math	6	14%	28%	-14%	56%	-42%
Math	7	34%	40%	-6%	47%	-13%
Math	8	55%	40%	15%	54%	1%
Science	5	25%	16%	9%	53%	-28%
Science	8	5%	12%	-7%	45%	-40%
Civics		42%	46%	-4%	67%	-25%
Biology		48%	41%	7%	67%	-19%
Algebra		43%	26%	17%	50%	-7%
Geometry		22%	24%	-2%	52%	-30%
2023-24 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?

The data component which showed most improvement was math proficiency. Small group instruction was incorporated along with more aggressive progress monitoring. The use of the data from progress monitoring allowed teachers to use an additional resource, which focused directly on the standard to reinforce instruction. The resource used to support the teachers was IXL. We will continue to use this resource as support for the teachers and students.

Lowest Performance

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

The data component which performed the lowest was Reading and Science Proficiency.

Science is the lowest data point at 22%. The contributing factors to low performance is the lack of foundational knowledge, attendance, behavior, and English Language Learners (ELLs), as well as low reading comprehension levels. We will ensure students are receiving science instruction at every grade level to ensure they receive the prerequisites which are needed to master the concepts on the science assessment.

Science showed the greatest decline from the previous year. Science achievement did not change from 2022 - 2023. 5th grade science showed a decline from 2022-2023 to 2023-2024. Previously, 2021-2022 there was improvement. The 8th grade performance reduces the overall proficiency rating for the school.

We will ensure our science teacher is given the opportunity to attend workshops to increase science capacity. Fourth grade students will participate in the district's interim assessment so that we can monitor growth as it relates to science instruction. Through articulation, we will partner with grade three feeder school to continue this initiative. We will use the IXL resource, as a means to provide additional support for teachers and students. This resources will reinforce instruction provided by the

teacher.

Student reading performance is low due to loss of 7th grade ELA teacher, and a substitute teacher in the 6th grade, and student attendance. Reading proficiency is essential to the improvement of the science achievement.

Greatest Decline

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

Social Studies showed the greatest decline with 19%.

The contributing factors for the decline in Social Studies was due to the lack of effective planning, educational resources, and instructional delivery.

Additionally, a greater number of students were assessed than in prior years.

Greatest Gap

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

The data component which 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.

EWS Areas of Concern

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.

Highest Priorities

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

1. Decrease the number of absences from students
2. Decrease the number of referrals
3. Increase Reading and Science proficiency
4. Increase Math proficiency

5. Implement a Social Emotional Learning program

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

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

Area of Focus #1

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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

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

By the end of the 2024-2025 school term, there will be an increase in overall ELA proficiency, from 25% to at least 35%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

This Area of Focus will be monitored with more individualized interventions to assist students with specific skills, using the Double Down/Push-In Model. A paraprofessional will be used to assist the students as they complete their individualized assignment's, which focuses on their area of weakness using Achieve 3000 and Iready.

The Leadership Team will Disaggregate data from PM1 to PM2, STAR Achieve 3000 and IReady. The Performance Matters resource will be used to track progress.

Use of the MTSS process will provide support for students who have been identified as need support and students with an IEP, 504 or ELL plan, will have their accommodations implemented.

Person responsible for monitoring outcome

Kimberly Cummings (cummingsk@gcpsmail.com)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

The evidenced-based strategy used is providing small group and push-in support during classroom activities and differentiated instruction 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. Weekly review of data derived from Imagine Learning for ELL students identified. Assign a paraprofessional to work with small groups to reinforce standards-based instruction.

Rationale:

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:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Enhance and provide additional support in the classroom to provide opportunities for small group instruction to properly implement differentiated instruction

Person Monitoring:

Kimberly Cummings (cumplingsk@gcpsmail.com)

By When/Frequency:

: At minimum Quarterly with Leadership Team

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

1. Provide professional learning opportunities in the areas of small group instruction and differentiated instruction. Teachers will adhere to a PLC schedule. PL will cover the understanding of the BEST standards. This PLC will be conducted by the Instructional Coach and admin. Implementation will be monitored through weekly lesson plans and classroom walkthrough's. 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 Teachers and paras will work in the after-school program to provide support for struggling students and enrichment to support those students who are fragile (on the border of being proficient). 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. Teachers will have the opportunity to enroll in reading endorsed classes. A stipend will be provided for teachers who finish at least three of the courses or finish the endorsement. 8. A paraprofessional will be used to push into

the classes to support the small group and individualized instruction students.

Area of Focus #2

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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

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

By the end of the 2024-25 school term, West Gadsden Middle School will show an increase in overall Math proficiency from 33% to 38% or higher. Learning gains will improve to 60%, as measured by the state assessment.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

As data is collected through PMI, PMII and other district-based resources, it will be analyzed and shared with teachers and students. Teachers will move student data magnets after each analysis to provide a visual representation of how close we are to reaching our goal of 60%. The Instructional Coach along with district level support will play an intricate role in supporting the teachers and students through the push-in model.

Additionally individualized interventions will be used 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 (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific

strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Data analysis 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 afterschool support/tutoring for help with concepts.

Rationale:

By reviewing and analyzing the data, instructional decisions and adjustments can be made. The student magnets, which will be moved by teachers will serve as visual representation of the learning gains being made. The gift card incentives will be presented for students who show proficiency and learning gains as a motivational tool.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Differentiated Instruction

Person Monitoring:

Shannon Williams (williamssha@gcpsmail.com)

By When/Frequency:

End of Year FAST PM3

Describe the Action to Be Taken and how the school will monitor the impact of this action 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. Teachers will have access to data from Iready, IXL and Performance Matters. This data will drive instruction and provide information to share with students about their progress. Teachers are expected to chart student growth. 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 PM3 9. The use of the IXL resource will support/reinforce classroom. The program allows students to practice the standards and provides immediate feedback and correction where needed. Teachers assign the instruction that the students need based on the data from formal and informal assessments.

Area of Focus #3

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

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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 historically has been low. Proficiency has been 22% compared to the state average of 49%. The data is consistent with low proficiency in reading.

Measurable Outcome

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

By the end of the 2024-25 school term, there will be an improvement in Science proficiency up from 22% to 35%.

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.

Implement continuous progress monitoring and use the data to inform instruction.

Use Performance Matters assessment data and IXL resource to determine additional support needed for Tier II and Tier III students. Teachers will use a chart system to document the growth of students on the science benchmarks.

IXL will reinforce the content that the teachers are teaching.

Field trips will be provided to provide real world connections to the standards as it relates to STEM.

Students will make connections from the classroom instruction.

Use reading comprehension strategies to support comprehension of science strategies.

Person responsible for monitoring outcome

Kimberly Cummings (cummingks@gcpsmail.com)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Science teachers will meet with the administration and/or instructional coach at twice per week to focus on specific standards, essential questions, higher order questions, tasks/activities as well create standards-based assessments. Administrators will review lesson plans and provide feedback. Administration will conduct continuous walk-through's to ensure that the lessons in the lesson plans are being carried out. Look-fors will be shared with teachers and immediate feedback will be given

for highlights and suggestions. Field trips will be planned as related to state standards.

Rationale:

By meeting with teachers at least twice per week, teachers will be able to dig deeper into standards and be able to develop more meaningful and engaging instructional strategies. By taking students on educational trips, they will be able to make real-world connections, which would help to increase comprehension.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Person Monitoring:

Kimberly Cummings (cummingk@gcpsmail.com)

By When/Frequency:

At minimum, quarterly

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

Area of Focus #4

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

When reviewing ESSA data, the SWD subgroup fell below the 41% threshold. In addition, this subgroup has consistently been below the 41% threshold for more than two years.

Measurable Outcome

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

WGMS will increase the federal index from 35% to 41% for the underperforming students in the SWD subgroup.

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 underperforming subgroup will adhere to progress monitoring with intervention specific assessments to make adjustments to prescriptive interventions, using their individual accommodations.

Person responsible for monitoring outcome

Kimberly Cummings cummingsk@gcpsmail.com

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Differentiated Instruction will be used to meet the needs of the underperforming students in this subgroups. Instruction will be delivered more explicitly using principals of the Universal Design for Learning.

Rationale:

We employ teachers to appropriately address students' various learning needs by implementing the differentiated instruction strategy along with the principals of the Universal Design of Learning to include Multiple Means of Engagement, Representation, and of Action and Expression to afford students alternate ways to respond to grade level instruction.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Differentiated Instruction

Person Monitoring:

By When/Frequency:

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

Enhance and provide additional support in the classrooms to support the use of small group instruction. Administrators and Instructional Coach will attend the Building Expertise conference for Professional Learning to delving deeper into instructional practices that will transform classrooms and

reenergize educators.

IV. Positive Culture and 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.

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

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.

School data for the 2023-2024 school year, indicates 107 students with one or more suspensions. By the end of the 2024-2025 school year, there will be a 10% reduction in the number of students with one or more suspensions.

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.

New steps for documented interventions prior to referral being submitted.

1. Documentation of parent contact.
2. Documentation of verbal warning or teacher student conference, unless the infraction is a zero tolerance offence. (In Focus document as a Minor referral with no administration needed)

Person responsible for monitoring outcome

Kimberly Cummings (cummingks@gcpsmail.com) and Shannon Williams williamsha@gcpsmail.com

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

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

Rationale:

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:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

Action Step #1

Social Emotional Learning

Person Monitoring:

Kimberly Cummings (cummingk@gcpsmail.com)

By When/Frequency:

End of the 2024-25 School term

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

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

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

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.

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

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 Skylert messages will be in English and Spanish and any acronyms in written correspondence will be identified and explained. Spanish translations will be

provided for school documents as requested. The school facilities are kept in compliance with regulations regarding access for persons with disabilities.

West Gadsden Middle is a parent friendly school. Parents will be provided information during Open House regarding the availability of parent involvement opportunities and resources. West Gadsden Middle School will make every effort and opportunity to make sure all families participate in parent involvement activities and have access to important resources in a language parents can understand.

Plans to Strengthen the Academic Program

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

The 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.

How Plan is Developed

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

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.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

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.

Preparing for Postsecondary Opportunities and the Workforce

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

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.

Addressing Problem Behavior and Early Intervening Services

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

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.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

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.

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

As a CSI 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 2024-2025 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.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

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 2024 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.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Areas of Focus	Instructional Practice - ELA <i>Salary for Paraprofessionals to support afterschool. Two paraprofessionals x 2 hours p/d x \$20= \$40 per para x 2 = \$80 p/d x 84 days = \$6720.00</i>	5100/150	UNISIG	0.0	6,720.00
Areas of Focus	Instructional Practice - ELA <i>Custodial Services for after-school building usage. Custodial staff will be paid for two hours (\$15 p/h x 2 = \$30 p/d x 84 days= \$2520.00</i>	5100/160	UNISIG	0.0	2,520.00
Areas of Focus	Instructional Practice - ELA <i>provide afterschool tutorial/Four days per week and two hours per day, six teachers at \$35 per hour. One Coordinator/Lead Teacher of Afterschool three hours per day, four days per week, at \$40 per hour. Teachers x 6 x 2 p/d x \$35 p/h= \$200 per day x 84 days= 35,280. Coordinator \$40 x 3 hrs. p/d= \$120 p/d x 84=\$10,080.</i>	5100/120	UNISIG	0.0	45,360.00
Areas of Focus	Instructional Practice - ELA <i>FICA benefits for afterschool employees: FICA (\$59,220 X 7.65% = \$4,530.33)</i>	5100/210	UNISIG	0.0	4,626.72
Areas of Focus	Instructional Practice - ELA <i>School Resource Officer x 2 hours p/d= \$70 p/d x 84 days = \$5,880.00</i>	5100/310	UNISIG	0.0	5,880.00
Areas of Focus	Instructional Practice - ELA <i>Hire a paraprofessional on a one year temporary basis to support the Push-in/Differentiated Instructional model in ELA classes.</i>	5100/150	UNISIG	0.0	21,487.50
Areas of Focus	Instructional Practice - Science <i>IXL for Science Instruction. Supporting resource to reinforce science standards.</i>	5100/360	UNISIG	0.0	7,000.00
Areas of Focus	Instructional Practice - Math <i>Purchase Math resource IXL to reinforce the math standards-based instruction.</i>	5100/360	UNISIG	0.0	4,200.00
Areas of Focus	Instructional Practice - Science <i>STEM Day at FAMU, MagLab, Gadsden county Extension Center, Challenger Learning Center and Wonder Works STEM Lab.</i>	5100/510	UNISIG	0.0	5,000.00
Areas of Focus	Instructional Practice - Math <i>Materials and supplies to include but not limited to chart paper, note pads, pens, pencils, calendars, markers, sticky notes, computer bags, bookbags. (\$1000 x 25 teachers)</i>	5100/510	UNISIG	0.0	15,000.00
Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD) <i>Professional Learning - Building Expertise Annual Conference (Two Administrators and Instructional Coach)</i>	6400/330	UNISIG	0.0	10,000.00
Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD) <i>Professional Learning Building Expertise Annual Conference (Two Administrators and Instructional Coach)</i>	6400/730	UNISIG	0.0	10,000.00
Areas of Focus	Instructional Practice - Science <i>Purchase of shirts necessary for the safety and identification on off campus field experiences</i>	5100/510	UNISIG	0.0	4,500.00

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
	<i>and school representations. (350 x \$10 = \$3500 and 40 x 25 = \$1000)</i>				
Areas of Focus	Instructional Practice - ELA <i>Imagine Learning resource to assist ELL students and support core instruction. This program will assist students with learning English to help increase comprehension and increase student achievement.</i>	5100/360	UNISIG	0.0	10,000.00
Areas of Focus	Instructional Practice - ELA <i>Transportation costs. To provide transportation for students to take trips to local venues. They will gain pertinent information to help them connect state standards to real-world situations.</i>	7800/160	UNISIG	0.0	3,000.00
Areas of Focus	Instructional Practice - ELA <i>Stipend to teachers who are working towards their Reading endorsement. Any three courses must be completed to receive a stipend of \$500.00.</i>	5100/150	UNISIG	0.0	10,000.00
Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD) <i>: Incentives and recognition for student attendance and behavior with rewards such as certificates, trophies, pencils, poppets, spirit shirts, stickers, bracelets, skittles, lollipops, educational games, etc.</i>	5100/510	UNISIG	0.0	8,000.00
Total	Areas of Focus				173,294.22
Positive Culture and Environment	Multiple Early Warning Signs <i>Sub agreements less than \$25,000.00 for transportation for students maintaining a specified behavior rating and improved attendance for the school year to participate in a scheduled field trip. (2 trips x 4 Charter buses =\$20,000)</i>	6100/311	UNISIG	0.0	15,000.00
Positive Culture and Environment	Multiple Early Warning Signs <i>Students will attend field trip to see science and math exhibits and discover how technology plays a significant role in the development and functions of the rides and electronic exhibits. Students will be afforded the opportunity to see math and science in action enhancing their real-world experiences.</i>	5100/510	UNISIG	0.0	10,000.00
Positive Culture and Environment	Multiple Early Warning Signs <i>Materials and supplies to promote school pride and SGA such as pens, pads, planners, business bags, polo shirts, t-shirts, SGA signs, shirts necessary for safety and identification on off campus field experiences and school representations. The SGA will consist of 15 members. Each will receive three shirts estimated to cost \$1000. Each SGA Officer (5) and sponsors (5) will receive three polo shirts estimated at (\$1000)</i>	5100/510	UNISIG	0.0	5,000.00
Positive Culture and Environment	Multiple Early Warning Signs <i>Motivations Squad to build a positive culture on campus with all grade levels. Purchase t-shirts necessary for safety and identification on off campus field experiences throughout the county as they represent the school, hats socks, shorts, backpacks water bottles and name badges. The quad will consist of up to 10 members from each grade both male and female.</i>	5100/510	UNISIG	0.0	7,878.91

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Total	Positive Culture and Environment				37, 878.91
Plan Budget Total					211, 173.13