

West Gadsden Middle School



2021-22 TSSSA Plan

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Eligibility and Allocation

Eligibility

Eligibility for 2021-22 TSSSA will be based on 2019 school grades and meeting one of the following criteria: a school implementing a turnaround plan or a turnaround school that has improved to a C or higher and has exited turnaround status within the last two years.

The preliminary allocation is based on a per-FTE funding amount of \$500 or as provided by the General Appropriations Act. Districts are required to complete a district-level plan. In addition, school-level plans are also required. The district and school level plans must be submitted to your school board for approval by August 1. The school board approved plan is due to the Bureau of School Improvement no later than September 1.

Allocation

School ID	School Name	Implementing	Exited Year 1	Exited Year 2	Preliminary Allocation	Updated Allocation
0052	West Gadsden Middle School				\$168,550.00	

Plan Assurances

Family and Community Partnerships

Assure that the school will implement strategies to establish comprehensive support services that develop family and community partnerships.

YES

Academic and Character Standards

Assure that the school will implement strategies to establish clearly defined and measurable high academic and character standards.

YES

Parental Involvement

Assure that the school will implement strategies to increase parental involvement and engagement in the child's education.

YES

Incentives for Instructional Personnel

Assure that the school will implement strategies to identify, recruit, retain, and reward instructional personnel.

YES

Professional Development

Assure that the school will implement strategies to provide professional development that focuses on academic rigor, direct instruction, and creating high academic and character standards.

YES

Focused Instruction

Assure that the school will implement strategies to provide focused instruction to improve student academic proficiency, which may include additional instruction time beyond the normal school day or school year.

YES

Plan Items

Family and Community Partnerships

Explain how the school will establish comprehensive support services that develop family and community partnerships.

The school administration at West Gadsden Middle School has established strong relationships with local organizations, the neighboring elementary school, community members and the elected school board member serving the community.

(1) West Gadsden Middle School will maintain the established School Advisory Committee. The school has School Advisory Council comprised of family and community members. The council, which is representative of the school population, is encouraged to visit the school, attend meetings and make recommendations regarding various aspects of the school.

(2) The school will continue to seek information from family and community partners through surveys. Surveys will address the overall climate of the school. Surveys will also serve as a means to evaluate the effectiveness of the established partnerships.

(3) West Gadsden Middle School will provide opportunities for community members to support school activities through opportunities such as College/Career Day.

WGMS acknowledges that it is critical to employ a designated person to lead the coordination of school-community partnerships. The individual will maintain partnerships with community agencies and facilitate effective

communication and collaboration among the leadership team to ensure that specialized instructional support personnel, service providers, school personnel, parents, families, and members of the community are active partners in the wrap-around services process. This individual will communicate with parents and families regarding various aspects of the school.

Academic and Character Standards

Explain the strategies the school will implement to establish clearly defined and measurable high academic and character standards.

West Gadsden Middle School (WGMS) will implement the academic standards established by the Florida Department of Education. The school, in alignment with the district and FDOE, will:

(a) Provide instruction aligned with the state-approved standards in all core academic areas; (b) Prepare all students for success in college and career; (c) Provide prevention and intervention support in areas of need; and (d) Monitor student progress; (e) Hold teachers accountable for student outcomes. To ensure that standards-aligned instruction occurs, high

quality, tailored professional learning opportunities will be provided to all teachers so that they are able to meet the needs specific to the school with fragile learners with adverse childhood experiences. The support is designed to cultivate teacher leaders who are prepared to facilitate improvement in and learning at their school from within their classroom.

Administrators and teachers at WGMS will participate in intensive, ongoing professional learning, based on the needs of the students as identified by student performance data. Additionally, personnel will receive professional development in educating and supporting fragile learners. Training specific to new ELA and Math standards, the newly adopted curricular materials will occur during the summer and throughout the school year.

Character standards are critical to a learning environment. There are many strategies to address character and behavior of children in school but most are derived from a Multi-tiered System of Supports (MTSS) and Mental Health plans. WGMS has taken a close look at the options available and where we can make the most improvement. WGMS has decided to use Restorative practices as the approach to deal with Character Standards. It is a social science that studies how to improve and repair relationships between people and communities. The purpose is to build healthy communities, increase social capital, decrease crime and anti-social behavior, repair harm, and restore relationships. Restorative thinking is a significant shift from punishment-oriented thinking. Restorative practices cultivate a culture where everyone feels like they belong. Goals for students at turnaround schools will be to learn to value and regularly use proactive positive ways to build and maintain a peaceful classroom. The district will install kiosks at the school as a means for students and faculty to seek and obtain support to address mental health concerns.

Chronic absenteeism has been identified as a key early warning system indicator of students most likely to drop out of high school and is included in state and local early warning systems (EWS). Prior to the COVID-19 pandemic, chronic absenteeism was an issue at the local high school. As a direct result of the pandemic, WGMS has experienced an increase in the number of absences of both teachers and students. The findings of research indicate that one of the most effective strategies for closing the achievement gap will be a concerted effort to enable and ensure that high-poverty students attend school regularly. WGMS is proposing to employ attendance interventionist who will work with teachers, school leaders, students, and parents to identify the root causes of attendance issues and link the families with the appropriate support services necessary for them to attend school regularly and come to school ready to learn.

Parental Involvement

Explain the strategies the school will implement to increase parental involvement and engagement in the child's education.

WGMS will encourage parent involvement by (1) hosting activities during times that are convenient to parents; (2) providing translators to support parents of ESOL to reduce the language barrier; (3) hosting informational activities to offer more personalized support to parents; and (4) incentivizing parent participation in students' educational process.

The school will establish a calendar of activities that will be hosted to increase parental involvement and engagement, working collaboratively with the District's Family And Community Engagement department. Services to children and families in transition will be provided to address the needs of all students.

Incentives for Instructional Personnel

Explain the strategies the school will implement to identify, recruit, retain, and reward instructional personnel.

As referenced in the **K-12 ESEA Common Program Guidance**, Recruitment, retention and reward incentives must be based on a three-year aggregate state value-added model (VAM) score. If state VAM is not available, another student growth model may be proposed. The student growth model must be fair and reliable. The LEA must submit the model demonstrating the classification and distribution of non-state VAM teacher scores for approval. Incentives can be part of a structured pay system or a Memorandum of Understanding (MOU); however, the above criteria shall apply. Incentives for attendance and non-instructional personnel are not allowable. Recruitment incentives for teachers with less than one year of experience or for hard to staff positions will be considered on a case by case basis.

The Gadsden County School District has been building a compensation model to make the district more comparable to surrounding districts. The goal is to be able to recruit and retain the most qualified staff. Additionally, the district has committed to utilizing available funds to provide incentives to teachers whose VAM scores demonstrate student growth. The goals of the District's approved plan include:

Goal 1: Improve the Image and Status of Gadsden County School District

Goal 2: Improve Teaching Salary Competitiveness

Goal 3: Expand the pool of potential teachers

Goal 4: Improve Hiring Practices

Goal 5: Ensure that evaluation systems allow for differentiation between effective and less effective teachers, as well as ways for teachers to share their expertise and experience more systematically

Goal 6: Strengthen Teacher Retention Efforts

Goal 7: Make Reward Mechanisms More Flexible

Professional Development

Explain the strategies the school will implement to provide professional development that focuses on academic rigor, direct instruction, and creating high academic and character standards.

Instructional Design and Lesson Planning training for WGMS applies concepts from human development and learning theories. Leaders and teachers are taught to maintain student-centered, safe, organized, flexible, and collaborative learning environments. They are taught to engage and challenge instructional delivery and facilitate to support identified student needs. They learn how to use data from assessments to make instructional decisions to match learning objectives with mastery. They collaborate with home and community to support student learning and continuous improvement. Maintaining professional responsibility and ethical conduct is stressed.

WGMS seeks to provide a science and math coach who will coach, model and provide professional development to teachers. Professional development will include the new state-adopted academic standards, the newly adopted curriculum and the MTSS process. The trainings will be held throughout the school year. Additionally, administrators and instructors will travel to professional learning opportunities provided by the Florida Department of Education and other professional learning opportunities that will improve student proficiency.

This TSSSA plan is designed to continue to build the capacity of pre-service personnel,

parents, and professionals with specialized knowledge to enhance literacy outcomes. In order to improve supports and services for children from culturally and linguistically diverse backgrounds, the projects support teacher trainees each year to complete coursework toward certification and/or degree to serve at WGMS. They provide all teachers at WGMS with job-embedded professional learning each year and provide parents with literacy and standards professional learning. Professional Learning builds capacity to implement, evaluate, and disseminate highly effective evidence-based practices to continue to develop the professional capacity of our teachers.

Focused Instruction

Explain the strategies the school will implement to provide focused instruction to improve student academic proficiency, which may include additional instruction time beyond the normal school day or school year.

WGMS began providing additional instruction beyond the school day during the second semester of the school year, in preparation for the EOCs and FSA. To address the needs of the students and prevent the need for interventions, the school will provide prevention support by offering support through an after school program.

- (1) WGMS will utilize baseline data to determine which students will benefit from extended instructional time.
- (2) Additional instruction time beyond the normal school day will be planned and students will be given the opportunity to attend.
- (3) Progress monitoring will be utilized to determine the effectiveness of the instruction.

Part V: Budget

This section will assist in generating a school TSSSA budget for submission based upon each budget item tied to a Plan Item identified in the Part III: Plan Items.

Access the budget by clicking the blue Manage Budget button. This will direct you to the Budget page. This page includes the breakdown of funds by Plan Item.

1	III.1.	Family and Community Partnerships				\$17,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6100	160-Other Support Personnel	0052 - West Gadsden Middle School	TSSSA	0.45	\$15,000.00
			Notes: 1 community and parent liaison to provide additional home visits, work with parents to better facilitate issues with remote learning (home and phone assistance), and align parent and student support with school improvement goals @ \$1,500 per month for \$15,000			
	6150	510-Supplies	0052 - West Gadsden Middle School	TSSSA		\$2,500.00
			Notes: Materials and supplies to include pens, markers, posters, paper, cartridges, flyers			
2	III.2.	Academic and Character Standards				\$25,839.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22

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	5100	310-Professional and Technical Services	0052 - West Gadsden Middle School	TSSSA	2.0	\$14,440.00
			<i>Notes: Certified or adjunct instructors to support students and teachers during the school day in the areas of reading, math and or science. (3 experts x \$50/hr x 8 hrs/wk x 12 wks = 14,400</i>			
	5100	240-Workers Compensation	0052 - West Gadsden Middle School	TSSSA		\$634.00
			<i>Notes: Workers comp @ 3%</i>			
	5100	510-Supplies	0052 - West Gadsden Middle School	TSSSA		\$10,765.00
			<i>Notes: Supplemental instructional materials to include (1) Forward Mathematics - \$3390; (2) National Geographic Science Kits - \$2000; (3) Managing Our Emotions at Home SEL - \$5375</i>			
3	III.3.	Parental Involvement				\$36,222.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	150-Aides	0052 - West Gadsden Middle School	TSSSA	1.0	\$25,000.00
			<i>Notes: ESOL para to assist parents with EL learning and meetings and assist with push-in/pull-outs for individual EL learning</i>			
	5100	210-Retirement	0052 - West Gadsden Middle School	TSSSA		\$2,500.00
			<i>Notes: Retirement @ 10%</i>			
	5100	220-Social Security	0052 - West Gadsden Middle School	TSSSA		\$1,922.00
			<i>Notes: FICA @ 7.65% (rounded)</i>			
	5100	230-Group Insurance	0052 - West Gadsden Middle School	TSSSA		\$5,700.00
			<i>Notes: Group health @ \$5,700 annually</i>			
	5100	232-Life Insurance	0052 - West Gadsden Middle School	TSSSA		\$350.00
			<i>Notes: Life insurance @ \$350 annually</i>			
	5100	240-Workers Compensation	0052 - West Gadsden Middle School	TSSSA		\$750.00
			<i>Notes: Workers comp @ 3%</i>			
4	III.4.	Incentives for Instructional Personnel				\$0.00
5	III.5.	Professional Development				\$61,395.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	160-Other Support Personnel	0052 - West Gadsden Middle School	TSSSA	1.0	\$30,000.00
			<i>Notes: Salary for part time math coach and part time science coach @ \$15,000 each</i>			
	6400	210-Retirement	0052 - West Gadsden Middle School	TSSSA		\$3,000.00

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			<i>Notes: Retirement @ 10%</i>			
	6400	220-Social Security	0052 - West Gadsden Middle School	TSSSA		\$2,295.00
			<i>Notes: Social Security @ 7.65%x \$30000 = \$2295</i>			
	6400	230-Group Insurance	0052 - West Gadsden Middle School	TSSSA		\$11,400.00
			<i>Notes: Group life insurance 2 x \$5700 = \$11,400</i>			
	6400	240-Workers Compensation	0052 - West Gadsden Middle School	TSSSA		\$1,500.00
			<i>Notes: Workers Comp @ 3% = \$1500</i>			
	6400	120-Classroom Teachers	0052 - West Gadsden Middle School	TSSSA		\$13,200.00
			<i>Notes: Stipends for teachers to participate in trainings specific to the needs of the students. 30 teachers x 20 hours x \$22.00/hr = \$13,200</i>			
6	III.6.	Focused Instruction				\$27,594.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5900	120-Classroom Teachers	0052 - West Gadsden Middle School	TSSSA		\$21,120.00
			<i>Notes: Additional tutoring support for after school 4 teachers @ \$22 per hour x 120 days (30 days each teacher) x 2 hours per day in second semester to get children ready for FSA and EOC exams - principal selects teachers; students</i>			
	5900	210-Retirement	0052 - West Gadsden Middle School	TSSSA		\$2,112.00
			<i>Notes: Retirement @10%</i>			
	5900	220-Social Security	0052 - West Gadsden Middle School	TSSSA		\$1,616.00
			<i>Notes: Social Security @ 7.65%</i>			
	5900	240-Workers Compensation	0052 - West Gadsden Middle School	TSSSA		\$634.00
			<i>Notes: Workers Comp @ 3%</i>			
	5900	510-Supplies	0052 - West Gadsden Middle School	TSSSA		\$2,112.00
			<i>Notes: materials and supplies such as paper, pens, markers, charts, binders, folders, paper clips, highlighters, tape,</i>			
					Total:	\$168,550.00