

Gadsden County Schools

# West Gadsden Middle School



2017-18 Schoolwide Improvement Plan

## West Gadsden Middle School

200 PROVIDENCE RD, Quincy, FL 32351

www.gadsdenschools.org

### School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School 4-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	93%

### School Grades History

Year  
Grade

### School Board Approval

This plan was approved by the Gadsden County School Board on 2/27/2018.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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## 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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2017-18 DA Category and Statuses for West Gadsden Middle School

DA Region and RED	DA Category and Turnaround Status
Northwest - <a href="#">Rachel Heide</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. 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.

##### b. Provide the school's vision statement.

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

#### 2. School Environment

##### a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Step 1: School leaders promote collaborative problem solving and open communication among teachers, parents, community members and students, i.e. SAC and Title I Parent Meeting.

The school leaders:

- Collaborates with stakeholders in the school improvement process
- Shares student achievement data with all stakeholders
- Provides time for collaborative problem solving
- Communicates the school vision, school goals and ongoing progress toward attainment of goals to staff, parents, students, and community members
- Selects a method/variety of methods that faculty members will use in the first days of school to set a positive tone and clarify the values that will guide interpersonal interaction between students and between the teacher and students
- Provides Professional Development training or collegial support for teachers who need help in devising methods and structures for expanding positive interpersonal interaction in classroom settings;
- Provides and demonstrates to faculty members simple strategies for gaining information about students' cultures
- Recognizes and celebrates the contributions of school community members to school improvement efforts

Step 2: The School Base Leadership Team will collect, analyze and use data to identify school needs.

The SBLT:

- Ensures that multiple sources of data are collected and used to assess student performance
- Engages the entire staff in analyzing student achievement data
- Identifies discrepancies between current and desired outcomes
- Engages staff and other stakeholders in a collaborative process to clarify the problem(s)
- Facilitates the identification of priority needs, based on the data analysis, to address in a schoolwide effort
- Models the use of data to make decisions
- Regularly asks staff to identify the data they used in making a decision
- Provides and demonstrates to faculty members simple strategies for gaining information about students' cultures

- Uses a variety of tools including technology to organize and analyze data

Step 3: The Principal will use data to identify and plan for needed changes in the instructional program.

The Principal:

- Ensures that the school improvement plan is based on data analysis and problem clarification
- Facilitates the development of an improvement plan in which goals, evidence of attainment, objectives and strategies are clearly aligned and articulated
- Identifies with staff the knowledge and skills that teachers need to implement the school improvement instructional strategies
- Ensures that the school improvement plan has identified activities to support strategies, milestones to assess progress toward goals, staff development to support staff needs and staff responsible for each implementation step
- Ensures that assessment, curriculum, and instruction are aligned
- Embeds cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts);
- Provides opportunities for staff to learn about research-based strategies that address the identified problem(s)

Step 4: The SBLT will implement and monitor the school improvement plan.

The SBLT:

- Facilitates the development of a calendar of all school improvement activities and ensures that the calendar is shared and reviewed regularly
- Establishes a regular, predictable process to track the impact improvement efforts have on student achievement
- Closely monitors the systematic collection and analysis of data by staff to assess whether progress toward attainment of objectives is satisfactory for all groups of students
- Continuously collects and utilizes data to inform instructional decisions at the building and classroom level and provide academic interventions for individual and groups of students
- Uses a variety of tools including technology to monitor progress
- Recognizes successes of key players
- Facilitates the use of data to continuously evaluate and revise the school improvement plan
- Aligns all resources (monetary, staff, time, and staff development opportunities) to maximize attainment of school improvement priorities
- Uses regularly scheduled time with staff (e.g. staff meeting, PLC time, in-service time) to monitor, communicate, and provide staff development for school improvement efforts
- Supports staff in making the instructional changes necessary to support school improvement efforts

Step 5: The school uses systems thinking to establish a clear focus on attaining student achievement goals

The Principal

- Aligns all school resources with school improvement priorities
- Aligns school improvement goals, classroom instruction, and classroom / school assessment
- Identifies key processes that impact results
- Identifies performance measures and indicators that link key instructional processes to instructional goals
- Forms a representative student task force comprised of representative multicultural groups, i.e. Student Government Council and grade-level class organizations
- Develops and implements a comprehensive school counseling program (Student Development Plan) with dedicated time for the development of the social-emotional mindsets and behaviors that result in positive and supportive relationships between students and teachers.

- Communicates with decision makers outside the school
- Ensures that school goals are aligned to school district goals
- Helps inform district planning by articulating school needs

**b. Describe how the school creates an environment where students feel safe and respected before, during and after school.**

The school creates an environment where students feel safe and respected before, during and after school.

Before:

- Faculty and staff members are required to attend morning duty in one of three areas: campus (courtyard) parent pick-up, cafeteria, and bus ramp. On inclement weather days, all students occupy either the gym or cafeteria until the first period bell rings.
- A Security Guard and School Resource Officer are both present during the full school day.
- All three members of the Administration are also present throughout the day to ensure students' safety.
- Students and their families have access the district's homeless program, especially if they are experiencing homelessness, clothing needs, food and or shelter.

After School:

- The 21st Century Community Learning Center after-school program has recently been launched for two hours, four days a week for the remainder of the year. An administrator and site coordinator will be present to assist with administrative operations and campus security.
- School funded transportation is available for after-school four days weekly so that students without family transportation can access after-school tutoring, mentoring, and extra-curricular activities.
- In addition to routine safety procedures, the school Uses the Raptor Security System for checking in all visitors to the campus.
- The school Adheres to the district's Student Code of Conduct of attendance and disciplinary actions.
- The school provides professional development through the district, state and at the school level on social emotional learning (i.e. learning strategies, social skills, and self-management skills) and its relationship to creating a positive, caring and supportive school community.
- The school implements a differentiated system of school counseling services with dedicated time for the, supplemental (data driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral) supports students to school-based and community resources
- The school Provides separate guidance counselors and services for both elementary and middle school students.
- The school promotes a college-going culture through preparing our students to be College and Career Ready. (developing aspirations, enrichment and extracurricular engagement, college and career discussions)
- Stages drills where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported on a monthly basis.
- Administration clarifies school's expectations for positive interpersonal interaction and creates the structures and processes for reporting violations of bullying/harassment/ policies.
- Posts emergency exit plans for tornado, earthquake and fire emergencies beside the doorway.
- Encourages students to express feelings and opinions regularly. This provides emotional safety and an environment where students do not have to fear recrimination.
- Has a standing rule in the classroom that everyone's opinion is valued and being disrespectful to classmates is not acceptable.
- Promotes relationships among teachers by establishing common planning time and collaborative work opportunities (Professional Learning Communities and team meetings).

- Rewards students for academic achievement, but also reward improvement and best efforts.
- Utilizes Skylert (parent and family phone alert and messaging center system) and Skyward (student and parent portals for grades, scheduling, etc.) additionally to communicate with parents.

**c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.**

West Gadsden Middle School follows the District's Student Code of Conduct for managing students' behavior. It was developed/written by school and district employees and based on state statutes along with district policies resulting from numerous data sources including early warning systems data. The school manages school-wide data through Skyward. Reports include individual classroom data, by grade level, ethnicity, disabilities, and other subgroup levels. All teachers are expected to follow the Code of Conduct plan as written for disciplinary actions regarding behavior, attendance and academics. The procedure involves giving verbal warnings, making phone calls to parent/guardians, making referrals to the guidance counselor first and finally to an administrator. Besides implementing the Student Code of Conduct, students are encouraged to follow school-wide expectations which were explained and provided for faculty members during preplanning. Additionally, the district provides classroom management and positive behavior supports trainings during in-service days as requested. New and beginning teachers received training within the first three months of their hire date to ensure and maintain a safe learning environment.

**d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

West Gadsden Middle has two school counselors who share the responsibility of working with students in grades 4th-8th and works closely with the administration to keep them abreast of various issues that arise with students. When needed, the school's social worker and psychologist are consulted. Periodically, outside service agencies, which include Capital City Youth Services and Apalachee Mental Health, are suggested by the MTSS/RTI or administrative team. The SBLT also meets regularly to discuss students with barriers that prevent academic and social success.

### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

**a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.**

West Gadsden's Early Warning System signals whether students are off-track through their attendance, behavior, and course/standardized testing performance. The Early Warning System focuses on absenteeism, student failure rate, student behavior, and pass/failure rate of standardize testing.

**b. Provide the following data related to the school's early warning system**

**1. The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	3	9	10	4	5	3	2	36
One or more suspensions	0	0	0	0	0	0	1	92	122	118	78	50	27	488
Course failure in ELA or Math	0	0	0	0	0	0	1	4	5	13	12	11	0	46
Level 1 on statewide assessment	0	0	0	0	0	0	93	80	99	40	36	0	0	348

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	50	50	0	0	0	0	0	100

**c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.**

Intervention strategies employed by the school to improve the academic performance of students identified by the early warning system include convening the MTSS/RTI team or the SBLT to problem solve and create action plans. The school is also using i-Ready for reading, mathematics and writing, Go Math, Acaletics, CPALMS lessons and resources; Parent notifications for students identified ; and counseling sessions for students, and intensive courses. The Administrative team and school counselors meet with parents and students in which students' grades and performance are discussed. Interventions to close students' learning gaps related to earning warning system are also provided. Lastly, district initiatives such as Edgenuity; credit recovery classes are offered using Edgenuity; and targeted summer school sessions are also held.

**B. Family and Community Engagement**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

Yes

**1. PFEP Link**

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/536704>.

**2. Description**

A PIP has been uploaded for this school or district - see the link above.

**2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.**

West Gadsden Middle School builds and sustains partnerships with the local community by hosting Open House and Back to School evening events; Parent Expos (at least three times annually); School Advisory Council and School Improvement Meetings; Title I Parent Involvement Training and Meetings (at least six times annually including professional development); special informational meetings and training, i.e. Parent and Student Portal training, Florida Standards Awareness, and Family Literacy Night. Volunteers and business partners are invited to attend all events. Occasionally, selected community business persons are requested to come and discuss ways they can support the school in its initiatives.

## C. Effective Leadership

### 1. School Leadership Team

#### a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Jackson, Sonya	Principal
Moody, Cheryl	Assistant Principal
Pace, Rocky	Assistant Principal
Williams, Shannon	Other

#### b. Duties

##### **1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.**

The Principal meets with the leadership team on a monthly basis to discuss academic, discipline, and attendance issues. Team members take back the information from the Leadership Team meetings to their grade levels and departments. Members of the Administrative Team perform walk-throughs weekly and provide immediate feedback for plan of action. The team also attend and plan common department meetings.

Additionally, the Leadership Team meets with the SAC to help develop the SIP. The team is expected to provide data regarding the efficacy of interventions so that meaningful decisions can be made about which instruction and interventions should be maintained; help set clear expectations for instruction; facilitate the development of a systemic approach to teaching and align processes and procedures.

##### **2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.**

The Leadership Team will function accordingly using the Problem-Solving Method as follows:

Step 1. The team defines the problem by determining the discrepancy between what is expected and what is occurring.

Step 2. The team analyzes the problem using data (attendance, discipline, academics) to determine why the discrepancy is occurring.

Step 3. Establish a student performance goal, develop an intervention plan to address the goal, and

delineate how the student's progress will be monitored.

Step 4. Use progress monitoring data (attendance, discipline, academics) to evaluate the effectiveness of the intervention plan based on the student's response to the intervention plan.

Some of the resources West Gadsden Middle School utilize include the current textbook adoptions aligned with ELA and Math standards. CPALMS is also used to align instruction to the standards. An additional resource like Edgenuity is being used to provide students the opportunity to recover credits that will help students stay on target for graduation. Training has been provided to teachers on the IReady Reading, IReady Math, and Acaletics. These programs targets reading and math instruction. We also utilize Edivate as a necessity for instructional training and Professional Development. Teachers utilize complex texts to engage students in rigorous reading passages which includes analyzing and synthesizing of higher order questions. Administrators monitor instructional practices utilizing a weekly rotational walk-through schedule. The school is also being monitored by the Turnaround Team that supports academics and student performance at West Gadsden Middle School.

## 2. School Advisory Council (SAC)

### a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Sonya Jackson	Principal
Shelanda Shaw	Parent
Leydia Alvarado	Parent
Michael Isaac	Business/Community
Annette Vickers	Teacher
Daniel Mecedo	Student
Alex Aguin Ortiz	Student
Jaylin Isaac	Student
Claretha White	Business/Community
Laura Cayetano	Parent
Ofelia Ortiz	Parent
Kahryn Boykin	Parent
Bridget Copeland	Parent
Barry Corker	Education Support Employee

### b. Duties

**1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

*a. Evaluation of last year's school improvement plan*

Based on the SACS review the schoo did not meet all of the goals that were set forth in the plan.

*b. Development of this school improvement plan*

The School Advisory Council provides support and input into the development of the school improvement plan. They also help to monitor student progress and operational affairs of the school. Periodically the council assists in making necessary corrections and updating of the plan.

*c. Preparation of the school's annual budget and plan*

The School Advisory Council meets quarterly to discuss the progress of the school and prioritize projects as well as teachers requests for funding to meet specific goals. In addition, the council in conjunction with the principal serves to approve budget expenditures of the School Improvement Funds.

**2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.**

A budget was created last year, however none of the funds were allocated.

**3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.**

Yes

*a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.*

yes

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Jackson, Sonya	Principal
Moody, Cheryl	Assistant Principal
Williams, Shannon	Instructional Coach
Taylor, Michelle	Instructional Media

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

The literacy leadership team will work to increase the number of students meeting grade level expectations and proficiency standards. The focus of the literacy team will be to develop a plan to increase readership of non-fiction and complex text and implement the Core Reading Program with fidelity.

The Literacy Leadership Team will promote literacy within the school by:

- Engaging in regular, ongoing, literacy professional development
- Participating in Professional Learning Communities
- Using data to analyze the effectiveness of instruction and redesign instruction and resources to meet the student’s instructional and intervention needs
- Implementing the Comprehensive Core Reading Programs and scientifically based reading instruction and strategies with fidelity
- Participating in ongoing literacy dialogues with peers
- Creating and share project based learning activities designed to promote literacy

- Supporting and participating in classroom demonstrations and modeling of research-based reading strategies
- Reflecting on practices to improve instruction

## D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

### 1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

One venue for encouraging positive working relationships with teachers is participation in Professional Learning Communities. All faculty actively participates in Professional Learning Communities (PLC) and ongoing Professional Development (PD). The master schedule has been designed to provide consistent time for teachers to meet by common content and/or common grade-levels. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

Teachers meet weekly in different professional learning centers including faculty meeting (first and third Wednesday of each month), subject-area meetings, team meetings and department meetings. It is highly encouraged for teachers to work together in order to plan and share collaborative lessons and activities as well as problem-solve student issues such as behavior and attendance. Currently, the majority of teachers have common planning daily.

### 2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Newly hired and beginning teachers are provided with a faculty/staff handbook that aligns with the school's mission and vision. During pre-planning week, teachers attend extensive trainings and work collaboratively with their subject/departments. Teachers are placed on various committees and receive support from veteran faculty and staff members. They are also assigned a mentor which provides new teachers with a go-to-person for questions, concerns, and support.

The Reading Coach will provide the data, instructional focus materials, and coaching/modeling/training assistance as needed throughout the year. The administrative team provides assistance through professional development, routine observations (CWTs) and feedback, and the use of data to guide the overall instructional delivery and assessment process.

School-level administration and district-level administrators will provide ongoing, high-quality, jobembedded professional development that is aligned to the school's instructional program and designed to ensure staff is equipped to facilitate effective teaching and learning. The school will take advantage of Job Fair opportunities provided by Tallahassee Community College, Florida State University, Florida A&M University, and/or Workforce Development.

### 3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

West Gadsden Middle School teacher mentoring program participate in the programs that the Gadsden County School District uses for mentoring --- the Florida's Professional Development Certification

Program (PDCP) and Ed Training Center, new or beginning teachers are paired with mentor or peer teachers and/or the reading coach at the onset of being hired or assigned to the school. Pairings and planned activities are based mainly on the teacher's level of need and mentor's expertise and experience. Other reasons may include proximity to each other, shared planning time, and positive working relationship. The average mentor has a minimum of four or more years of successful teaching experience and holds a professional educator's certificate in the related subject area. The mentor teacher also serves as a leader in the school and is highly effective and highly qualified.

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

##### **1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.**

West Gadsden uses core instructional programs and materials that are adopted and supported by the District and aligned to the new Florida Standards. The school receives ongoing opportunities and trainings for unpacking the standards in both reading and mathematics. Unpacking the standard entails defining a learning target, designing a daily end product and planning a final, culminating end product. (A PBL plan is currently being developed by subject area teacher teams.) The instructional team also uses the Florida Standard Assessment test item specifications, CPALMS, district reading pacing guides, and district assessments (developed in Performance Matters) for additional alignment. CPALMS training was provided during pre-planning so that teachers would have readily available lessons, resources and activities. These tools aid in progress monitoring and assurance that the school adheres to the district's instructional goals. Additional time is spent in PLCs, learning how to implement the standards across the curriculum in all subject areas. Monitoring includes CWTs conducted by the administration and the Turnaround Team. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards

#### b. Instructional Strategies

##### **1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.**

West Gadsden Middle School uses a data-driven approach to differentiated instruction in order to meet the diverse needs of our students. During the first grading period of school, all students are given baseline assessments in English/Language Arts, reading, mathematics, social studies, and science. The data provided from these assessments will be used to differentiate instruction based on proficiency level. After the baseline assessments, teachers will give bi-weekly formative assessments to track students' growth based on specific standards-based learning targets. In addition, summative assessments will be given at the end of each unit to track students' achievement relative to the standards-based learning goal. Students who are performing at a low proficiency level will receive response to intervention specific to their needs during MTSS. The grade level and department teams will meet bi-weekly to review, discuss, and take action on current student data. Instruction will be modified based on student data. For example, if students display proficiency on a pre-assessment, the teacher will modify the

instructional plan to address the standards at an advanced level. Students who do not display proficiency will be addressed in small groups and during intervention. In addition, if students display deficits, the instructional plan will be modified to address foundational learning targets. Students who are proficient will receive advanced instruction in small groups.

**2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** After School Program

**Minutes added to school year:** 20,400

The District offers a 21st Century Communities Learning Center which will provide a range of high-quality services to support regular school-day academics and development, including, but not limited to: tutoring and mentoring, academic enrichment (e.g. homework assistance, reading, math, science, and technology programs), physical education and recreational activities.

**Strategy Rationale**

The purpose of providing this program is to:

1. Connect to grade-level benchmarks, standards, and the school-day curriculum to increase achievement
2. Provide real-world activities that connect to the broader community
3. Provide effective tutoring and differentiated instruction for all skill levels
4. Integrate technology
5. Provide homework help
6. Plan activities that engage students and enhance skills across the curriculum.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Jackson, Sonya, jacksonsonya@gcpsmail.com

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

The school will be tracking grades each nine weeks of students participating in the after school program to determine if students' grades have improved. District assessment progress monitoring scores will also be used to determine gains in reading and mathematics.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

**1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.**

Prior to the new school year beginning, the middle school counselor along with a team goes to the incoming elementary schools and discusses being prepared for the middle school experience. Core academic and elective courses including meeting the requirements for the student progression plan are explained as students develop their three year plans. Information for participation in

extracurricular

activities, especially sports sanctioned by the FHSAA is covered. Fieldtrips are later coordinated with feeder elementary schools for tours of the school campus so the students can become familiar with their new surroundings.

For returning students---rising 4th through 8th graders, a registration drive is held to prepare for the upcoming year. Student transcripts are reviewed to ensure that they remain ontrack academically. New term schedules are then built and issued to all students prior to summer break. During the pre-planning week in August, the guidance counselors and administration facilitate its first "Back to School" open house event for all new and returning students. Students and their family members have the opportunity to tour the campus; meet new teachers and staff; complete student data forms; review the district student code of conduct; create and sign compacts; visit classroom; view bus routes; and participate in an informational assembly for first day logistics. This time students and their parents have the opportunity to ask questions, seek help, and share pertinent information that may prove helpful such as physical limitations and medical histories. Teachers get to share their course syllabi and class expectations for a successful year.

## b. College and Career Readiness

**1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**

NA

**2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**

NA

**3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**

NA

**4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.**

NA

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

*No files were uploaded*

## 2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

NA

## B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

NA

## C. Strategic Goals

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** By the end of the 2017-2018 school year, 50% of the students in grades 4th-8th will score a level 3 on the FSA in Reading.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

**G1.** By the end of the 2017-2018 school year, 50% of the students in grades 4th-8th will score a level 3 on the FSA in Reading. **1a**

 G099175

**Targets Supported** **1b**

Indicator	Annual Target
	50.0

**Targeted Barriers to Achieving the Goal** **3**

- Core Reading program not being aligned with the FSA.
- Insufficient time spent actively engaged with text on a daily basis.

**Resources Available to Help Reduce or Eliminate the Barriers** **2**

- Additional Reading lab
- I-Ready
- Curriculum Framework
- Supplemental materials
- Professional development

**Plan to Monitor Progress Toward G1.** **8**

Monitor district assessments, I-Ready diagnostics (3 times a year), and weekly standards mastery.

**Person Responsible**

Shannon Williams

**Schedule**

Weekly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Walk-through, lessons plans, I-Ready weekly reports, and data chats

**Action Plan for Improvement**

*For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.*

**Problem Solving Key**

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step  S123456 = Quick Key

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
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## V. Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

## VI. Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

## VII. Budget

Total:	\$0.00
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