

Gadsden County Schools

Gadsden County High School



2023-24

Schoolwide Improvement Plan (SIP)

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Gadsden County High School

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www.gadssdenschools.org

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

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

Targeted Support and Improvement (TSI)

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

Comprehensive Support and Improvement (CSI)

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

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

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

Gadsden County High School, in partnership with community stakeholders, will provide world class customer service, a safe environment and positive school culture. The core curriculum will be diverse, standards aligned and relevant, considering the various learning styles of all students.

Provide the school's vision statement.

Gadsden County High School empowers all students to believe they can succeed by pursuing early college, armed forces, or technical education opportunities by providing standards-aligned, engaging instruction.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Franklin, Chelsea	Principal	Principal responsible for vision/mission execution alongside the team, accountability lead, instructional leader, ELA/reading department support, participate in small groups, support testing, discipline, master scheduling, ESE, MTSS, and all facets of the school community. Serve as a coach, teacher, counselor and supervisor in any or all areas necessary.
Valencia, Kayla	Administrative Support	ESE department lead, Master Scheduling, Support ELA instruction, Support discipline/safety. Data chats with target students to meet graduation requirements. Participate and learn all MTSS processes and protocols.
Black, O'Hara	Assistant Principal	History department lead, Support all paraprofessional departments cafeteria, ESE paras, custodial, building safety, cleanliness, and logistics. Oversee all disciplinary needs and provide preventative support services. Support science subjects not including biology. Data chats with target students to meet graduation requirements.
Mckinnon, Bettye	Math Coach	Support all math instruction, conduct coaching cycles for targeted gaps in math instruction, use data to identify small groups for teachers and deliver small group instruction, plan interventions, plan PLCs and math professional learning communities. Data chats with target students to meet graduation requirements.
Shields, Erin	Administrative Support	Plan and execute all testing responsibilities and requirements. Support school safety and biology instruction. Data chats with target students to meet graduation requirements.
Lightfoot, Tomeka	Reading Coach	Support all ELA/reading instruction, conduct coaching cycles for targeted gaps in ELA/reading instruction, use data to identify small groups for teachers and deliver small group instruction, plan interventions, plan PLCs and ELA/reading professional learning communities. Data chats with target students to meet graduation requirements.
Sellers Hatten, Terri	Graduation Coach	Support new teacher professional learning, plan new teacher orientation, coach new teachers to have effective classroom management skills. Conference with Tier 3 graduates to discuss goals and interventions to support students to meet graduation requirements.
Toussaint, Eric	Teacher, Career/Technical	CTE lead is responsible for tracking and monitoring CTE schedules, student enrollment and projections of students earning their CTE certification. Provide CTE student job opportunities and skills students can use in the work force post graduation. Data chats with target students to meet graduation requirements.

Name	Position Title	Job Duties and Responsibilities
Alexander, Maresha	School Counselor	Counsel students to be informed and aligned to meet graduation requirements, audit student schedules/records/testing, monitor student progress and academic goals. Discuss barriers students face in meeting graduation requirements to put systems in place for interventions. Assist students in registering for testing, FAFSA, college, Dual enrollment, scholarships.
Paden, Brittany	Teacher, ESE	ESE lead teacher ensures we are supporting all ESE/504 students and advocate for ESE students to receive their services, accommodations, and support. Ensure we are in compliance with IEPs and equal access for all. Partners with ELL teacher to ensure ELL students receive interventions and support services.
Miller, Mary	Attendance/ Social Work	Provide interventions and support to develop the whole child. Provide services for students in trauma, grievance, divorcing parents, pregnancy, depression, self-harm, abandonment, homelessness, bullying and other areas not mentioned. Monitor student attendance and works to retain students to prevent them from dropping out.
Bunion, Andreka	Parent Engagement Liaison	Engages parents on school news, information, updates or needs. Provide parents with resources they may be lacking to ensure their child can be successful at school. Organizes Thanksgiving, Christmas and outreach programs. Serve as a liaison between our school and parents.
Roberts, Charles	Other	JROTC instructor advocates for students to become college ready and military ready. Provides access to the ASVAB curriculum to increase the amount of students are eligible to join the military.

Stakeholder Involvement and SIP Development

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

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

Our goal is to provide opportunities for all stakeholders which includes, but are not limited to, teachers, school staff, parents and students in the development of our School Improvement Plan. We utilize a shared decision making model in the development of our in-house School Shared Decision Making Committee and the School Advisory Council will be comprised of representatives from the aforementioned stakeholders. As one of the opportunities for collaboration, we meet monthly on every third Wednesday. Stakeholders provide input to document strengths, weaknesses, and opportunities for growth through dialogue, Google Surveys, Face to Face or virtual meetings. The documentation from these meetings are then used to revisit, revise and renew our School Improvement Plan goals. All stakeholders are also invited to collaborate during the Annual Title I Meeting following open House. This year's date for Title I meeting is on September 7, 2023. We also have a PTSA.

SIP Monitoring

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

The School Improvement Plan will be monitored monthly at our leadership, SGA and SAC meetings for effective implementation by school leaders Mrs. Franklin, Mr. Black, Ms. Shields and Mr. Jackson as well as the parent liaison Ms. Bunion. Every third Wednesday of the month the School Advisory Council, the School Decision Making Committee (monthly at the conclusion of each staff meeting at 3 pm) and members from PTSA and invited GCHS staff will make suggestions to review and revise the SIP as current data is being disaggregated. As data is collected, Mr. Jackson or Mrs. Franklin will be the responsible party for revisions in CIMS.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	97%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL)* Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: D 2018-19: D 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

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

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

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

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

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

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

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	254	
One or more suspensions	0	0	0	0	0	0	0	0	0	136	
Course failure in ELA	0	0	0	0	0	0	0	0	0	22	
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	866	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	454	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	866	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	884

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	196
Students retained two or more times	0	0	0	0	0	0	0	0	0	223

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

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

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

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

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

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

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

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

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	27	28	50	27	28	51	26		
ELA Learning Gains				40			28		
ELA Lowest 25th Percentile				38			31		
Math Achievement*	11	11	38	20	37	38	17		
Math Learning Gains				29			10		
Math Lowest 25th Percentile				43			13		
Science Achievement*	61	61	64	26	21	40	31		
Social Studies Achievement*	84	86	66	76	29	48	51		
Middle School Acceleration					43	44			
Graduation Rate	78	78	89	83	29	61	81		
College and Career Acceleration	49	49	65	50	89	67	50		
ELP Progress	28	28	45	41			18		

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	338
Total Components for the Federal Index	7

2021-22 ESSA Federal Index	
Percent Tested	92
Graduation Rate	78

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	473
Total Components for the Federal Index	11
Percent Tested	94
Graduation Rate	83

ESSA Subgroup Data Review (pre-populated)

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%
SWD	44			
ELL	44			
AMI				
ASN				
BLK	50			
HSP	44			
MUL				
PAC				
WHT	34	Yes	1	
FRL	53			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	41			
ELL	32	Yes	3	
AMI				
ASN				
BLK	43			
HSP	44			
MUL	45			
PAC				
WHT	47			
FRL	42			

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)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	27			11			61	84		78	49	28
SWD	19			19			64	67		20	6	
ELL	31			10			83			62	6	28
AMI												
ASN												
BLK	25			10			55	81		49	6	
HSP	34			12			69			53	6	25
MUL												
PAC												
WHT	32			36							2	
FRL	28			12			61	83		49	6	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	27	40	38	20	29	43	26	76		83	50	41
SWD	24	32	29	21	36	43	38	64		85	36	
ELL	25	45	44	20	22		20			36		41
AMI												
ASN												
BLK	25	39	38	19	30	42	24	75		88	48	
HSP	29	41	33	22	30	47	25	86		72	57	39
MUL	45											
PAC												
WHT	67	27										
FRL	28	39	37	20	28	41	26	75		84	52	27

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	26	28	31	17	10	13	31	51		81	50	18
SWD	22	20	21	26	18	10	54			68	13	
ELL	14	18	25	16	9					42		18
AMI												
ASN												
BLK	26	28	31	14	10	13	33	39		85	47	
HSP	19	25	33	20	11	8		82		63	55	17
MUL												
PAC												
WHT	73			42						80		
FRL	26	29	32	17	11	14	31	50		81	48	

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

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	33%	32%	1%	50%	-17%
09	2023 - Spring	25%	27%	-2%	48%	-23%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	5%	25%	-20%	50%	-45%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	14%	15%	-1%	48%	-34%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	61%	44%	17%	63%	-2%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	91%	83%	8%	63%	28%

III. Planning for Improvement

Data Analysis/Reflection

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

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

Mathematics showed the lowest performance rate for the 2022-23 school year. Algebra 1, our proficiency rate was 6%, and Geometry 14% scoring level 3 or above. Contributing factors are, but not limited to, staff turnover, instructional resources, teacher efficacy, and the lack of student knowledge carryover from previous years. Every standard and strand needs to be addressed with a single digit proficiency rating. Our ELL subgroup has been below the federal index for 3 or more years. We believe not having ESOL endorsed teachers has contributed to this gap.

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

Algebra at 6% showed the greatest decline from the previous years. As previously mentioned, contributing factors are, but not limited to, staff turnover, instructional resources, teacher efficacy, and the lack of student knowledge carryover from previous years.

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.

Algebra, at 6%, had the greatest gap compared to the state average. Contributing factors were, but not limited to, teacher efficacy and student transfer of knowledge from previous years.

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

Science scores increased from 22% to 56%. Our biology teacher was a seasoned science teacher that brought both content knowledge and highly effective engagement strategies to the classroom. We are actively communicating with him to provide his lesson plans as a foundation for a first year biology teacher who will teach this course for the 23-24 school year.

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

Mathematics, Algebra 1 is a potential concern entering into the 2023-24 school year at 6% proficiency. Science

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

- 1) Safety and positive school branding
- 2) Math instruction
- 3) Standard aligned instruction in all contents
- 4) Increased teacher professional learning opportunities,
- 5) Increased instructional incentives for students that make progress as well as students that show a decline to increase graduation rates.

Area of Focus

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

#1. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

There is a direct correlation between math proficiency and college and career readiness. GCHS will focus on the implementation of math skills at all levels of college and career readiness in order to increase articulation with its middle school. Students will build learning stamina and a greater appreciation for mathematics by administration supporting teacher capacity through continuous professional development, relating skills and standards making real world connections, promoting learning environments that support standard aligned instruction and create non-accountability progress monitoring tools.

Measurable Outcome:

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

At the end of the 2022-2023 school year Mathematics showed the lowest performance rate for the 2022-2023 school year. Algebra 1, our proficiency rate was 6%, and Geometry 14% scoring level 3 or above. Students and Instructors will increase attendance by 8-10% analyzed by quarters, along with, Algebra 1 scores will improve by 25%. Students and staff will conduct data chats and plan for remediation in mathematical areas under 60% pass rates, and build learning environments that provide evidence of aligning resources to B.E.S.T.

Monitoring:

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

Administration will survey and provide needed professional learning for instructors on an as needed basis. Admin will conduct daily walkthroughs in the area of mathematics and provide immediate feedback for improvement before formal and informal observations. Lastly, struggling instructors will be provided guiding questions to complete during planning period to observe and take away best practices, from teachers performing at the applying and innovative levels of Marzano. Admin will review STAR and departmental exit tickets to plan interventions.

Person responsible for monitoring outcome:

Kayla Valencia (valenciak@gcpsmail.com)

Evidence-based Intervention:

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

Teachers will be provided opportunities to conduct mini professional learning sessions in PLC's using the Marzano Teacher Evaluation model. Instructors will be provided immediate resources, from admin, in order to build capacity for learning. Furthermore, classroom environments will reflect student learning through visual anchor charts and teacher created guided notes using available technology. Small groups will be differentiated based on student proficiency by standard.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

These specific strategies were selected in order to raise state Algebra scores by 25% over the course of the 2023-2024 school year. Rationale is to build a positive learning culture/environment, build teacher capacity concerning instruction and allowing students to take ownership of their learning.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

1. Identify and administer baseline.
2. Identify students with math deficiencies.
3. Provide math teachers with modeling and individualized student assistance.
4. Facilitate data chats with STAR data and exit tickets.
5. Progress monitor and revise strategies as necessary.
6. Plan interventions based on the data results.
7. Coaching cycles will be started to identify and improve areas of need.

Person Responsible: Kayla Valencia (valenciak@gcpsmail.com)

By When: April 30, 2024

#2. Instructional Practice specifically relating to Benchmark-aligned Instruction**Area of Focus Description and Rationale:**

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

Benchmark-based instruction helps guide the planning, implementation, and assessment of student learning. The use of standards to streamline instruction ensures that teaching practices deliberately focus on agreed-upon learning targets. GCHS is focusing on all teachers delivering standard aligned instructionally daily.

Measurable Outcome:

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

GCHS continues to achieve growth in our focused effort to achieve overall improvement towards our school grade by focusing on standard aligned instruction. The 2021-2022 school grade was at a C level. Our Goal for 2023-2024, is a grade of at least a B. If all teachers include reading practices in their curriculum and have standard aligned lessons, 80% or more of our students will show proficiency or gains in reading.

Monitoring:

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

Administrators will collaborate with teachers to make adjustments in curriculum and personnel as the need arises. Classroom walkthroughs are conducted daily to monitor teaching practices that are aligned with standards-based teaching and Marzano Teacher Evaluation Model. Administrators will monitor collaborative teams and common planning with specific focus on instructional practices related to standards alignment. STAR, Achieve 3000 Lexile's, and PM1,2,and 3 data will be monitored to provide ongoing support.

Person responsible for monitoring outcome:

Chelsea Franklin (franklinc@gcpsmail.com)

Evidence-based Intervention:

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

Utilize the District Marzano Instructional/Evaluation Model Framework, for planning, instruction, and learning) where the teacher is the facilitator of providing structure and opportunities each day for students to practice WICOR (writing, inquiry, collaboration, organization, reading) across all contents, small groups and targeted after school tutoring.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

We believe that teacher collaboration in planning standards-based instruction will yield greater student gains. Additionally, providing students with smaller group settings in small groups and after school tutoring will provide the opportunity to grow in their weakest areas.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Common planning is implemented.

Use progress monitoring to drive action.

Teachers will monitor student data for academic success.

Administrators will collaborate with teachers to make adjustments in curriculum and personnel as the need arises.

Administrators will lead PLCs and lead teachers will lead common planning sessions to assure utmost focus on targeted instructional practice.

Administrators will observe classroom teaching and learning to monitor instructional practices related to standards alignment.

Coaching cycles will begin as target needs arise.

Administrators will review teacher lesson plans to assure focus on instructional practices related to standards alignment.

Administrators will use the Marzano Teacher Evaluation Model to evaluate and provide feedback to teachers.

Person Responsible: Chelsea Franklin (franklinc@gcpsmail.com)

By When: April 30, 2024

#3. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

GOAL #2 (Part 1) - Our goal is to support all 1-4 year teachers in becoming certified in their areas, retaining teachers and fully staffing our school to deliver quality instruction. We want to increase the amount of professional learning opportunities we provide for all teachers including MTSS, ELL and Marzano trainings consistently. We are striving to confirm a funding source that can aid teachers in financing certification cost.

Measurable Outcome:

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

At the conclusion of the 2023-2024 school year, 90% of the teachers who started the school year will remain in place for the 2024-2025 school year. As a result, we will have more highly effective teachers that can improve our student achievement results.

Monitoring:

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

Climate surveys will be used to keep an accurate pulse of teacher morale. Climate surveys will be issued three times: beginning of the year, middle of the year, end of the year. Data collected from the climate surveys will be used to help boost morale if there is a need.

Person responsible for monitoring outcome:

Terri Sellers Hatten (sellerst@gcpsmail.com)

Evidence-based Intervention:

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

Climate surveys are used to measure teacher morale. The climate survey will be constructed using a rating scale of strongly agree, agree, neutral, disagree, and strongly disagree. The survey will be provided to teachers electronically and anonymously. Data will be collected and administration will be able to use the data to determine if adjustments need to be made in the area of teacher morale.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Research indicates that teachers leave the profession and/or school due to leadership. The time to fix teacher morale is earlier in the school year, rather than at the end. When teachers are not happy, their best work is not provided to the students. It is important teachers are feeling good so that they stay committed to their students and so that they stay committed to the school. In order for a school to stay sustainable, their needs to be continuous human capital.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

1. Partnering with PACE, under the school climate transformation grant we will provide monthly professional development opportunities for our teachers with an opportunity to earn \$150 for participating.
2. Ms. Weeks will meet with teachers during pre-planning to map out their plan to receive a professional certificate.
3. Ms. Hatten will communicate with Ms. Weeks to certify mentors for new teachers through the clinical educators training.
4. Ongoing new teacher meetings will occur monthly to monitor and support their progress to retain their professional certification.

Person Responsible: Terri Sellers Hatten (sellerst@gcpsmail.com)

By When: April 30, 2024

#4. Instructional Practice specifically relating to Professional Learning Communities**Area of Focus Description and Rationale:**

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

GOAL #2 (Part 2) - Our goal is to support all 1-4 year teachers in becoming certified in their areas, retaining teachers and fully staffing our school to deliver quality instruction. We want to increase the amount of professional learning opportunities we provide for all teachers. These increased professional learning opportunities for teachers and resources needed to maximize instruction. PLCs will be cross-curricular and will support teacher's strategies for instructing ELL students, use of data collection and and focus on transferable learning, such as the use of WICOR strategies.

Measurable Outcome:

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

During the 2023-2024 school year, 100% of classrooms will implement data collection and and focus on transferable learning, such as the use of WICOR strategies 80% of time as evidenced by administrative walkthroughs.

Monitoring:

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

Administrators will lead PLC groups biweekly to monitor progress and ensure participation. PLCs will be considered mandatory.

Person responsible for monitoring outcome:

Chelsea Franklin (franklinc@gcpsmail.com)

Evidence-based Intervention:

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

Teachers will meet in PLC groups which will focus on instructional planning/strategies and progress monitoring. PLC meetings will also provide opportunities for teachers to learn strategies for instructing ELL students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Teachers will be able to work together to develop instructional planning/strategies appropriate for the specific students they are teaching. Teachers will gather data related to student performance on specific standards. Because our ELL Subgroup has been below the Federal Index for at least 3 years, PLC meetings will also provide opportunities for teachers to learn strategies for instructing ELL students.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

1. Teachers will meet in PLC groups twice a month.
2. Teachers will develop and implement instructional planning/strategies appropriate for the specific

students they are teaching.

3. Administrators will do walkthroughs daily.

Person Responsible: Chelsea Franklin (franklinc@gcpsmail.com)

By When: April 30, 2024

#5. Graduation specifically relating to Graduation

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our goal is to increase student graduation rates by focusing on improving student test scores, offering support services, incentives and mentors through our adopt a senior program.

Measurable Outcome:

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

Reviewing student attendance and test data. Improving graduation rates from 90% to 99%.

Monitoring:

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

Weekly guidance meetings on Friday's to discuss individual student progress and graduation support plans.

Person responsible for monitoring outcome:

Maresha Alexander (alexanderm@gcpsmail.com)

Evidence-based Intervention:

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

Progress monitoring, data tracking, and counseling.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students who receive multiple reports on progress and support from school personnel are more likely to graduate.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Schedule annual student meetings where district tools and resources are used to track student progress. Regular meetings throughout the school year for administration and guidance to track students and create interventions.

Person Responsible: Maresha Alexander (alexanderm@gcpsmail.com)

By When: April 30, 2024

#6. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

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

Our goal is to promote a safe environment and nurture a positive school culture where teachers want to work and students want to attend. This includes focusing on safety goals to increase visibility and decrease student referrals. Our goal is to increase student attendance and decrease referrals.

Measurable Outcome:

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

Our goal is to reduce the number of out-of-school suspensions (OSS) and number of suspension days by 10%.

Monitoring:

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

The campus will be constantly monitored by administration, hall monitors and our school resource deputy. We will adhere to the routine evacuation and lock-down procedures and threat assessments per district policy and guidelines. We will gather and act on continuous feedback from our students, families, and school staff via climate surveys concerning safety and security concerns. The school culture and environment will also be monitored through weekly discipline data in FOCUS.

Person responsible for monitoring outcome:

O'Hara Black (blacko@gcpsmail.com)

Evidence-based Intervention:

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

We are developing a culture to build effective relationships with students. When issues occur they are comfortable to report it. We practice safe, consistent routines for students during the school day and review them quarterly at grade level assemblies. Adults are visibly positioned on campus for supervision to see, hear and to report incidences as necessary.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale is to collaborate closely with stakeholders (home, school and community partners) to mitigate conflicts. We believe that fostering positive relationships is a key strategy to accomplish this goal.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Incentives for students with 0 referrals each quarter
Character Cash (school-based currency given by adults to students)
Leadership opportunities for student growth/transformations

ISSP intervention maximized

Teen Academy partnership to identify 20 turn around student ambassadors

TCC Talent Search partnership to pair each senior with a mentor or mentor group to career plan

Person Responsible: O'Hara Black (blacko@gcpsmail.com)

By When: December 31, 2023

CSI, TSI and ATSI Resource Review

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

To meet our school improvement goals we would need additional funding for after school tutoring to target mathematics, biology, US history, ELA and JROTC students. One of our foreign language instructors will stay after school to assist our ELL students with ELA standards remediation as well as support students to overcome language deficiencies which are barriers to comprehension in other content areas. These areas are accountability areas and our data shows that our students benefit from small group/tutoring interventions.

USSTRIDE student interns will be recruited to push into Algebra I, Geometry and Biology, in years past the students have come with an extensive math/science background, relate to students and assist teachers in differentiation. We will recruit bilingual USSTRIDE interns to bridge the gap in learning for our ELL students.

Instructional supplies to help enhance instruction will be needed to receive data for ELA, math, biology, US history. This includes Quizzes membership fees for teachers to create mini assessments. We plan to provide supplemental study materials for students in the following areas: Biology quick guides, ASVAB study guides, ACT/SAT test preparation books. Until our graduation rate is above 90%, this data alone provides evidence for interventions, study materials and technology resources that can support student gains.

Our goal is to utilize performance matters when it is updated and accessible so we can use this tool to create mini assessments at GCHS.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

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

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

Website, Student Orientation, Open House, Parent Nights, mention in main office on announcement board and through our quarterly parent newsletters.

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

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

GCHS seeks 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.

GCHS offers parents the following assurances:

GCHS will carry out all parent programs in accordance with federal and state law

GCHS will jointly develop and revise the Parent Family Engagement Plan (PFEP) and distribute it to parents and the community

GCHS will allow parents to participate in the planning, review, improvement, and development of the School Improvement Plan (SIP)

GCHS will conduct an evaluation of the PFEP every year and use parent input to make changes in the plan, as necessary and allowable

GCHS will document parent input for the PFEP for review by Florida Department of Education during program monitoring

GCHS will provide each parent with an individual student report about their child's academic performance

GCHS will provide each parent with timely notice when their child is being instructed for more than 4 weeks by a teacher who is not fully qualified to teach the subject/class

GCHS will provide each parent, at the beginning of the school year, the right to request information about the qualifications of the instructional staff.

GCHS will, at the beginning of the school year, provide parents with the right to request information about any state or district policy/procedure to opt out of state assessments.

GCHS will offer an annual Title I meeting for parents to learn about all their rights and to encourage parents to be fully engaged in the planning and learning processes. Regular parent meetings and expos will be held during the school year to seek parent input and expand parent involvement. Meetings will be offered at multiple times to accommodate the majority of parents.

GCHS has a School Advisory Council (SAC). The SAC provides school leaders with parent input on plans and funding. We encourage every parent to become involved in SAC.

GCHS has a parent teacher student association (PTSA). This includes students, teachers and community members to plan how to support school wide initiatives.

A School Improvement Plan (SIP) is developed annually, with the input of parents and the SAC. It sets the tone for academic strategies and school culture at the school, based on needs assessments and review of assessment, attendance, behavior and other data. We encourage every parent to review the SIP and provide input through the SAC.

All documents sent to parents will be developed so that parents can understand the contents. They will be translated into Spanish to meet the needs of limited English speakers. Other language interpretations can be requested and will be addressed if possible.

GCHS hosts an annual Open House to orient parents and students to our campus.

Quarterly, parents will be invited to the campus to meet with teachers and discuss their child's progress (Parent Expos). Parents will also be provided quarterly parent newsletters.

<https://gchs.gadssdenschools.org/>

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

GCHS 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 through the following...

Common planning is implemented where student schedules allow for it.

Use progress monitoring to drive action.

Teachers will monitor student data for academic success.

Administrators will collaborate with teachers to make adjustments in curriculum and personnel as the need arises.

Administrators will lead PLCs and common planning sessions to assure utmost focus on targeted instructional practice.

Administrators will observe classroom teaching and learning to monitor instructional practices related to standards alignment.

Administrators will read teacher lesson plans to assure focus on instructional practices related to standards alignment.

Administrators will use the Marzano Teacher Evaluation Model to evaluate and provide feedback to teachers.

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

GCHS has a number of on campus CTE opportunities for our students, including Culinary Arts, Business Education and Certified Nursing Assistant. Students can gain industry certification in these areas along with their High School Diploma. Our students also have the opportunity to attend half days at Gadsden Technical College where they can gain industry certification in carpentry, nail technology, small engine repair, cosmetology, etc.

Optional Component(s) of the Schoolwide Program Plan

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

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

The School uses a number of outside partners to help provide counseling services, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. The following is a list of those partners.

FAMU Talent Search

TCC Talent Search

FSU Upward Bound

PAEC Counselors

Positive Peers

Career Source

District Contracted Behavior Specialist

Apalachee Center
DJJ
AVID Speakers

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

GCHS has a number of on campus CTE opportunities for our students, including Culinary Arts, Business Education and Certified Nursing Assistant. Students can gain industry certification in these areas along with their High School Diploma. Our students also have the opportunity to attend half days at Gadsden Technical College where they can gain industry certification in carpentry, nail technology, small engine repair, cosmetology, etc. Dual enrollment for college credit is also offered through Tallahassee Community College. Students can and have earned Associates degrees along with their high school diplomas. AP courses are also offered in Social Studies and Science.

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

We use an MTSS process as outlined below...

Defining MTSS

Multi-Tiered System of Supports (MTSS) is a framework that helps educators provide academic and behavioral strategies for students with various needs. MTSS grew out of the integration of two other intervention-based frameworks: Response to Intervention (RTI) and PBIS.

Three Tiers of Support

MTSS provides a method of early identification and intervention that can help struggling students to catch up with their peers. As such, MTSS uses three tiers of support to assist all students at various levels. These three tiers include:

Tier 1 – Universal or primary – Majority of students (75-90%)

As the largest tier, and the foundation for the entire framework, Tier 1 encompasses the entire school with core instructions and basic interventions. Tier 1 behavior incentive we provide is character cash, pep rallies and incentive luncheons for grades, attendance, no referrals. This structure helps to build positive relationships between staff and students. It includes proactive classroom management strategies aimed at creating a supportive atmosphere. Students who do not respond to these interventions may move into Tier 2. Programs we use to support instruction include but are not limited to: SAVAAS, Math Nation, McGraw Hill for our Biology, ACT/SAT prep books and U.S History curriculum.

Tier 2 – Secondary – Small groups of students (10-25%)

Some students need a little extra assistance in meeting academic and behavioral goals, and it is in Tier 2 that these individuals receive that help. We offer In School Solutions (ISS), group counseling meetings and weekly check-ins for targeted students. These interventions and supports are delivered in small group settings, such as reading groups. This targeted support allows students to work toward catching up with their peers and/or correcting negative behavior. Programs we use to support instruction include but are not limited to: Achieve 3000, Write Score, and Khan Academy.

Tier 3 – Tertiary – Individual students (< 10%)

A subset of students has significant challenges that do not respond to the interventions and supports in Tier 1 or Tier 2. We schedule one on one student to admin, student to counselor, student to mentor

meetings weekly to offer targeted behavior, grades or attendance support. Tier 3 gives these students individualized supports and can include assistance from outside agencies such as behavioral counselors or family therapists. Programs we use to support instruction include but are not limited to: Common Lit, Collections, pending math XL, contractor generated practice questions.

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

AVID conference, AVID resources and professional learning services, PAEC professional learning opportunities, visiting Duval, Walton and Wakulla county to plan with educators that are excelling in their content or area. Receiving Marzano training to improve instructional practice. Providing time and resources for teachers to study for certification exams, servicing outdated/old areas on our campus, rebranding, and improving our school esthetics and resources to recruit and retain quality educators.

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

Our school partners with our pre school and elementary school through various ways. Our high achieving juniors and seniors serve as tutors and read to the elementary school students. We host an 8th grade transition camp over the summer to support and prepare our 8th graders for the transition to high school.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Math				\$127,795.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	510	0051 - Gadsden County High School	School Improvement Funds	1075.0	\$10,795.00
			Notes: Math XL curriculum. Over 20% of the population of Gadsden experience poverty or homelessness. Our students come to us with many gaps in basic and instructional needs. Math XL will be the tool we use for Tier 2 instruction.			
	5900	120	0051 - Gadsden County High School	Title, I Part A	2.2	\$30,000.00
			Notes: After School Tutoring. Salaries: Provide before or after school tutoring for students in math.			
	5100	120	0051 - Gadsden County High School	Title, I Part A	1.0	\$48,000.00
			Notes: We would like to hire an instructional coach to assist our math coach in providing support for our math instructors to become more effective. We have no math teachers that have earned a professional certification.			
	5900	210	0051 - Gadsden County High School	SIG 1003	1.0	\$0.00
			Notes: Retirement.			

	5900	220	0051 - Gadsden County High School	SIG 1003	1.0	\$0.00
			<i>Notes: FICA</i>			
	6400	310	0051 - Gadsden County High School	SIG 1003	10.0	\$20,000.00
			<i>Notes: Professional and Technical Services: AVID strategies, Professional learning will provide teachers with skills and strategies that will keep students engaged and focused in the instruction with BEST standards.</i>			
	5100	311	0051 - Gadsden County High School	Title, I Part A	10.0	\$14,000.00
			<i>Notes: USSTRIDE contractors, interns. We will partner with FSU to have teacher interns that can provide tier 3 instruction in math. We will recruit some bilingual interns to assist with our ELL population.</i>			
	7600	760	0051 - Gadsden County High School	Title, I Part A	2.0	\$5,000.00
			<i>Notes: After school cafeteria worker to provide snacks.</i>			
2	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction				\$179,240.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	510	0051 - Gadsden County High School	Title, I Part C		\$4,840.00
			<i>Notes: Write Score. We have over 15% ESOL student population with a decline in federal index for the past 3 years of this subgroup. Our English speakers and English learners struggle with reading and writing. Our students come to us with many gaps in basic and instructional needs. Write score will be the tool we use for Tier 2 instruction in ELA & Reading classrooms.</i>			
	6400	310	0051 - Gadsden County High School	Title II		\$80,000.00
			<i>Notes: Professional learning for reading across all contents and to incentivize administrators and teachers that have or become ESOL indorsed (one time \$5000 bonus) to improve our ELL subgroup reading skills.</i>			
	5100	510	0051 - Gadsden County High School	Title II		\$50,000.00
			<i>Notes: Provide classroom supplies for teachers to use AVID engagement strategies to improve their benchmark aligned instruction to increase our ELL student proficiency (64 teachers).</i>			
	5100	120	0051 - Gadsden County High School	UniSIG	10.0	\$25,000.00
			<i>Notes: Summer school to improve ELA, Math and Science Scores.</i>			
	5100	150	0051 - Gadsden County High School	UniSIG	2.0	\$5,000.00
			<i>Notes: After school paraprofessionals to support reading and math instruction.</i>			
	7300	110	0051 - Gadsden County High School	UniSIG		\$14,400.00
			<i>Notes: Stipend for administrator to support after school and summer programs.</i>			
3	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment				\$98,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24

	6400	310	0051 - Gadsden County High School	Title II	14.0	\$21,000.00
			Notes: Retain administrators and teachers with a professional certificate at GCHS. Out of 64 employees only 14 have a professional certification. Provide opportunities for professional certified instructors to mentor new teachers, providing 5 additional documented hours per week outside of contractual hours or salary to support new teachers in becoming certified. (max. one time \$1500 stipend)			
	5100	510	0051 - Gadsden County High School	UniSIG	100.0	\$2,000.00
			Notes: Building a positive school culture that promotes safety, academic excellence and pride. Faculty shirts for perfect attendance, earning a professional certificate or becoming teacher of the month.			
			0051 - Gadsden County High School	UniSIG	15.0	\$75,000.00
			Notes: Recruit highly effective teachers in ELA, Math, Biology, U.S history, and reading, ESOL endorsed educators with a \$5,000 signing bonus.			
4	III.B.	Area of Focus: Instructional Practice: Professional Learning Communities				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	510	0051 - Gadsden County High School	Title, I Part A	30.0	\$10,000.00
			Notes: Provide all teachers with WICOR posters and classroom materials that will increase learning gains as well as compliment the professional learning sessions they attend for AVID.			
	5100	310	0051 - Gadsden County High School	UniSIG		\$0.00
			Notes: Survey teachers on what their professional learning needs are, invite experts to assist, train and present.			
5	III.B.	Area of Focus: Graduation: Graduation				\$15,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	330	0051 - Gadsden County High School	UniSIG		\$15,000.00
			Notes: Cover ACT/SAT/College application fees and park entrance fees for students on track to meeting their graduation requirements			
	5100	510	0051 - Gadsden County High School	UniSIG		\$0.00
			Notes: ACT/SAT study materials for tier 3 instruction in our ACT/SAT prep courses.			
6	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$95,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	510	0051 - Gadsden County High School	UniSIG		\$80,000.00
			Notes: Provide school branding: words of affirmation, posters, t-shirts, water bottles, bookbags, and supplies that will promote a positive school culture. Purchase an attendance tracking system with IDs and badge pass to monitor absences, tardies and rewards. Beautifying our courtyard with new cafeteria benches and plants.			
	5100	330	0051 - Gadsden County High School	UniSIG		\$15,000.00
			Notes: Educational incentive fieldtrips in STEM, areas and college visits.			
Total:						\$525,035.00

Budget Approval

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

No