

Gadsden County Schools

# JAMES A. SHANKS MIDDLE SCHOOL



2025-26 Schoolwide Improvement Plan

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## School Board Approval

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

## SIP Authority

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

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

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The Department's SIP template meets:

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

## Purpose and Outline of the SIP

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

## **I. School Information**

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### **A. School Mission and Vision**

#### **Provide the school's mission statement**

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James A Shanks Middle School strives to provide a collaborative environment where students are safe, nurtured, and proficient.

#### **Provide the school's vision statement**

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James A Shanks is preparing students to become competitive world citizens. Students who are educated at James A Shanks will be well-rounded, capable, and innovative leaders at the next level.

### **B. School Leadership Team, Stakeholder Involvement and SIP Monitoring**

#### **1. School Leadership Membership**

##### **School Leadership Team**

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

##### **Leadership Team Member #1**

###### **Employee's Name**

Camry S. Floyd

floydc@gcpsmail.com

###### **Position Title**

Principal

###### **Job Duties and Responsibilities**

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- Oversee Instructional Program Leadership/Development
- Initiate Personnel Action Services
- Manage School Operations/Delivery Systems
- Coordinate Student Support Services

##### **Leadership Team Member #2**

###### **Employee's Name**

Shereka Hutley

hutleys@gcpsmail.com

**Position Title**

Teacher on Special Assignment

**Job Duties and Responsibilities**

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- Manage Discipline (Maintain adherence to the discipline protocol)
- Manage Technology
- Support ELA Instruction

**Leadership Team Member #3**

**Employee's Name**

Pierre Lewis

lewisp@gcpsmail.com

**Position Title**

Assistant Principal - Curriculum

**Job Duties and Responsibilities**

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- Supervise Paraprofessionals
- Provide Instructional Coaching for Science and Social Studies Instructors

**Leadership Team Member #4**

**Employee's Name**

Dr. Marvin Thomas

thomasm@gcpsmail.com

**Position Title**

Teacher on Special Assignment

**Job Duties and Responsibilities**

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- Manage Logistics
- Support Safety Adherence
- Manage Student Supervision

**Leadership Team Member #5**

**Employee's Name**

Shirley Commodore

commodores@gcpsmail.com

**Position Title**

Math Coach

**Job Duties and Responsibilities**

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Support Mathematics Instruction

**Leadership Team Member #6**

**Employee's Name**

Nahketah Kirkland

kirklandn@gcpsmail.com

**Position Title**

Reading Coach

**Job Duties and Responsibilities**

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Support ELA Instruction

## **2. Stakeholder Involvement**

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

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

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The members of the 2024-2025 School Assessment Team (Mr. Ronterrious Green and Ms. Shantay Daniels) were invited to provide their input for improvement for the 2025-2026 school year.

Workshops were arranged for all school-level team leaders and the administrative staff to aid in the determination of priorities and the development of a draft school improvement plan.

## **3. SIP Monitoring**

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

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The School Improvement Plan will be revisited at each quarterly stakeholder meeting in order to ensure that progress toward goals is accomplished. The school will set milestones with the stakeholders and the plan will be revised based on progress in the direction of the set milestones.

C. Demographic Data

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



## D. Early Warning Systems

### 1. Grades K-8

#### Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment						71	115	108	130	424
Absent 10% or more school days							11	41	42	94
One or more suspensions							12	40	37	89
Course failure in English Language Arts (ELA)							5	0	10	15
Course failure in Math							2	1	25	28
Level 1 on statewide ELA assessment							25	50	37	112
Level 1 on statewide Math assessment							31	31	42	104
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

#### Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators							9	36	16	61

#### Current Year 2025-26

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

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

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days					37	24	55	68	69	253
One or more suspensions					28	16	59	53	67	223
Course failure in English Language Arts (ELA)					27		1	8	3	39
Course failure in Math					25			2	3	30
Level 1 on statewide ELA assessment					54	43	69	55	67	288
Level 1 on statewide Math assessment					48	43	58	47	51	247
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)					1					1

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators					52	26	68	69	72	287

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

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year					1				1	2
Students retained two or more times					1	2	2	9	19	33

## **2. Grades 9-12 (optional)**

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

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

## A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025		2024		2023**	
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	28	40	61	18	32	58
Grade 3 ELA Achievement		47	62		45	59
ELA Learning Gains	53	54	61	38	46	59
ELA Lowest 25th Percentile	64	60	55	48	49	54
Math Achievement*	39	42	62	27	37	59
Math Learning Gains	62	54	60	48	50	61
Math Lowest 25th Percentile	60	56	53	55	55	56
Science Achievement	23	33	57	15	21	54
Social Studies Achievement*	47	55	74	37	45	72
Graduation Rate		86	72		63	71
Middle School Acceleration	62	60	75	45	48	71
College and Career Acceleration		62	56		89	54
Progress of ELLs in Achieving English Language Proficiency (ELP)	25	43	61	55	57	59

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

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

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

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

### 2024-25 ESSA FPPI

ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	46%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	463
Total Components for the FPPI	10
Percent Tested	95%
Graduation Rate	

### ESSA OVERALL FPPI HISTORY

2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
46%	39%	38%	39%	30%		47%

\* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

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

**C. ESSA Subgroup Data Review (pre-populated)****2024-25 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
Students With Disabilities	41%	No		
English Language Learners	47%	No		
Black/African American Students	47%	No		
Hispanic Students	49%	No		
Economically Disadvantaged Students	46%	No		

## D. Accountability Components by Subgroup

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

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	28%		53%	64%	39%	62%	60%	23%	47%	62%			25%
Students With Disabilities	28%		46%	58%	31%	52%	59%	16%	39%				
English Language Learners	24%		51%	64%	47%	62%	46%	21%	68%	58%			25%
Black/African American Students	29%		52%	64%	36%	59%	63%	20%	38%	58%			
Hispanic Students	25%		54%	59%	46%	67%	48%	25%	68%	69%			25%
Economically Disadvantaged Students	29%		53%	65%	38%	62%	65%	23%	45%	62%			21%



2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	18%		38%	48%	27%	48%	55%	15%	37%	45%			55%
Students With Disabilities	13%		40%	54%	18%	47%	45%	9%	31%				
English Language Learners	25%		43%	42%	33%	52%	52%	19%	20%	60%			55%
Black/African American Students	16%		36%	49%	23%	47%	59%	11%	40%	35%			
Hispanic Students	23%		40%	45%	33%	47%	46%	18%	30%	70%			54%
Economically Disadvantaged Students	18%		38%	51%	26%	48%	55%	15%	38%	48%			56%

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2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	23%				28%			10%	34%	71%			38%
Students With Disabilities	20%				31%			13%	36%				
English Language Learners	19%				28%			4%	37%	82%			60%
Black/African American Students	22%				27%			10%	29%	60%			
Hispanic Students	22%				29%			7%	38%	85%			60%
Multiracial Students	30%				40%								
White Students					40%								
Economically Disadvantaged Students	22%				29%			9%	34%	72%			53%

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

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

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

### 2024-25 SPRING

SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	5	28%	36%	-8%	56%	-28%
ELA	6	15%	30%	-15%	60%	-45%
ELA	7	33%	40%	-7%	57%	-24%
ELA	8	24%	35%	-11%	55%	-31%
Math	5	30%	35%	-5%	57%	-27%
Math	6	32%	33%	-1%	60%	-28%
Math	7	39%	41%	-2%	50%	-11%
Math	8	34%	36%	-2%	57%	-23%
Science	5	14%	25%	-11%	55%	-41%
Science	8	9%	8%	1%	49%	-40%
Civics		43%	55%	-12%	71%	-28%
Biology		83%	46%	37%	71%	12%
Algebra		79%	26%	53%	54%	25%

### 2024-25 WINTER

SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Civics						

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

### **III. Planning for Improvement**

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#### **A. Data Analysis/Reflection (ESEA Section 1114(b)(6))**

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

##### **Most Improvement**

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

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The data component showing the most improvement from 2024 to 2025 is the acceleration component. This component increased from 45% to 62% (12% increase).

For this component, we strategically selected students for participation who were not already assigned to Algebra I or Biology acceleration courses.

##### **Lowest Performance**

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

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The data component that showed the lowest performance was Science. Both 5th and 8th Grade Science lacked direct coaching. This year, we will provide a direct coach (Mr. P Lewis) who will monitor the delivery of content related to all assessed standards, and provide instructional support based on the trends in data,.

##### **Greatest Decline**

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

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Every single data component measured was improved this year!

##### **Greatest Gap**

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

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The data component with the greatest gap as it relates to the state averages is ELA Achievement. The factors contributing to this deficit are significant deficiencies in previous years, and a lack of appropriate programming to enhance fundamental skills. 65 students schoolwide scored a Level 1 for two consecutive years in ELA with no Learning Gains.

##### **EWS Areas of Concern**

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

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One major area of concern is teacher and student attendance. There were a number of teachers and student who missed more than 10% of the total 180 instructional days.

**Highest Priorities**

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

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1. Achievement
2. Attendance
3. Acceleration
4. Parent Involvement

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

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

### **Area of Focus #1**

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

#### **Instructional Practice specifically relating to Differentiation**

##### **Area of Focus Description and Rationale**

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

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This area focuses on using student performance data to inform and adjust instructional strategies, ensuring that teaching is targeted to meet students' academic needs. Coaches and Team Leaders will regularly analyze assessment data to identify learning gaps, monitor progress, and tailor instruction accordingly.

Research shows that data-driven instruction improves student outcomes, enhances instructional effectiveness, supports equity, encourages collaborative problem-solving, and aligns with accountability measures.

##### **Measurable Outcome**

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

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5th Grade ELA Proficiency 69%

5th Grade Math Proficiency 60%

6th Grade ELA Proficiency 50%

6th Grade Math Proficiency 68%

7th Grade ELA Proficiency 47%

7th Grade Math Proficiency 40%

8th Grade ELA Proficiency 41%

8th Grade Math Proficiency 53%

The goal for proficiency for the school is 55%. The after-school supplemental programming will serve as a time for students to receive individualized instruction to support proficiency and learning gains.

### **Monitoring**

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

---

Interim assessments (STAR, iReady, Acaletics) are already scheduled to monitor overall performance. Growth from PM1 to PM2 will serve as the indicator of effectiveness, and the information from the scheduled iReady diagnostics will be used to design the individualized instruction.

### **Person responsible for monitoring outcome**

Instructional Coaches, Team Leaders

### **Evidence-based Intervention:**

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

#### **Description of Intervention #1:**

James A Shanks Middle School will partner with Varsity Tutors to provide a day program that targets proficient students. The program will operate October through April. Teachers with a proven record of effectiveness will serve as instructors during the after school supplemental program and will be compensated through this project. Department and grade chairpersons who serve beyond their contractual hours to support planning and instruction, will be compensated through this project. Supplemental instructional resources, to support this intervention, will be purchased through other sources to support learning, and to close existing gaps in fundamental Reading and Mathematics, Science, and Social Studies skills. Collaborative interventions and standards-based assessment will serve as the evidence-based interventions for this program.

#### **Rationale:**

In the previous school year, implementing supplemental programs proved effective for increasing both learning gains and proficiency.

#### **Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

#### **Will this evidence-based intervention be funded with UniSIG?**

No

### **Action Steps to Implement:**

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

#### **Action Step #1**

Identify Students to Participate in Extended School Day.

**Person Monitoring:**

Shirley Commodore (Math Coach), Nahketah  
Kirkland (ELA Coach)

**By When/Frequency:**

September 2025

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

The ELA Coach and Math Coach will review the FAST Data from 2025 and identify students who would benefit from the extended school day. Following PM1, students will be grouped based on proximity to growth target and proximity to proficiency, and recommended for participation in the Extended School Day program. Parents will receive letters of invitation, and individual phone calls outlining the importance of participation.

**Action Step #2**

Identify Supplemental Programs

**Person Monitoring:**

Shirley Commodore (Math Coach) Nahketah  
Kirkland (Reading Coach)

**By When/Frequency:**

September 2025

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

The iReady Platform, Measuring Up, McCarthy Math, and Acaletics Supplemental Curriculum have been identified as potential supplements. We will align them to the prioritized standards to determine their fit

**Area of Focus #2**

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

**Graduation/Acceleration specifically relating to Acceleration**

**Area of Focus Description and Rationale**

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

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Students who exhibited proficiency in Reading and Mathematics in the 2024-2025 school year will have the opportunity to participate in accelerated 8th grade courses. JASMS will offer Algebra 1, Biology, and CTE courses, which provide the opportunity for high school credit, and promote the ascension of the overall school grade. Proficient 7th graders based on the 2024-2025 PM3 data will have the opportunity to be added to the pool of students eligible for these accelerated classes.

**Measurable Outcome**

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

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#### 8th Grade Acceleration

During the 2024-2025 School Year:

- Algebra 1 Proficiency was 79%.
- Biology Proficiency was 83%.
- CTE pass rate was 80%

Students were selected for participation using this same model.

The proficiency goal for the 2025-2026 School Year is 80%.

#### Monitoring

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

---

The CTE Instructor will manage CTE Assessment Administration. The student assessment window is from December 2025 to April 2026.

Benchmark assessments have been developed for Biology and administered to students after each unit. A summative assessment is administered mid-year to monitor student understanding.

Benchmark assessments are used for Algebra and administered to students after each unit through Algebra Nation. A summative assessment is administered mid-year to monitor student understanding.

#### Person responsible for monitoring outcome

Camry S. Floyd, Principal

#### Evidence-based Intervention:

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

#### Description of Intervention #1:

Intervention #1: Students who are enrolled in the acceleration courses will participate in opportunities for supplemental instruction throughout the year. During the school day, the students will receive individualized instruction from highly qualified teachers, and will have the opportunity to strengthen their skills in the acceleration areas. Certified Biology, CTE, and Algebra I teachers will work with

students during the intervention/acceleration period. Data from standards-aligned assessments will be utilized to determine pacing.

**Rationale:**

The students who are identified within this area of focus exhibit promise when it comes to performance and proficiency. They are likely (especially in comparison to their peers) to perform well in acceleration.

**Tier of Evidence-based Intervention:**

Tier 2 – Moderate Evidence

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

No

**Action Steps to Implement:**

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

**Action Step #1**

Identification of Eligible Students

**Person Monitoring:**

Camry S. Floyd

**By When/Frequency:**

August 10th

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

FAST Progress Monitoring data will be used to group students into homeroom cohorts. The students will have class schedules that include Algebra I, Biology, and accelerated CTE courses.

**Action Step #2**

#2 Administer Interim Assessments for Algebra and Biology

**Person Monitoring:**

Pierre Lewis

**By When/Frequency:**

End of Semester 1

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

Summative assessments for Algebra (Acaletics curriculum) and Biology (compiled FAST Item-Samples released in previous EOC exams) to monitor student comprehension of standards during January 2026

**Area of Focus #3**

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

**ESSA Subgroups specifically relating to Economically Disadvantaged Students (FRL)**

**Area of Focus Description and Rationale**

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

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Chronic absenteeism is a major concern at James A. Shanks Middle School. Many students are

missing too many days of school, which affects their learning, grades, and chances of success. Teacher absences also impact consistency and classroom routines. In a Title I school like ours, where students already face challenges, being present every day is one of the most important steps toward achievement. Improving both student and teacher attendance will help build stronger relationships, increase learning time, and support a positive school environment.

### **Measurable Outcome**

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

---

The goal for this school year is to improve attendance for both students and teachers. By the end of the 2025–2026 school year, 90% of students should have no more than 18 absences, and 90% of teachers should have no more than 20 absences. In addition to showing up consistently, all teachers are expected to take attendance for every class period, every day, with a goal of 100% completion. Meeting these goals will help create a more stable learning environment and improve student success.

### **Monitoring**

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

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To make sure we are meeting our attendance goals, student and teacher attendance data will be reviewed every month. Anyone with a high number of absences will be identified and supported with a plan. Teachers are expected to take attendance for every class period, every day. To help with this, a copy of the daily attendance will be given to Dr. Thomas during 5th period. He will visit classrooms to make sure attendance has been taken for each class. Teachers' attendance logs will also be checked regularly. This process helps us catch problems early and provide support to both students and staff so that everyone stays on track.

### **Person responsible for monitoring outcome**

Camry S. Floyd (Principal), Team Leaders

### **Evidence-based Intervention:**

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

#### **Description of Intervention #1:**

**Student Intervention #1 – Notification-Based Intervention** A letter will be automatically generated through FOCUS to notify parents when a student reaches 3 unexcused absences. A second letter will be sent at 5 unexcused absences. If a student reaches 7 unexcused absences, the school will schedule a parent meeting to discuss the issue and create a plan to improve attendance.

**Rationale:**

This universal tracking measured is easily understood by all stakeholders.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

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

No

**Description of Intervention #2:**

Teacher Intervention #1 – Period-by-Period Attendance Checks Teachers are expected to take attendance every class period. Dr. Thomas will receive a daily report during 5th period and will visit classrooms to verify attendance has been taken. Teachers who do not take attendance will receive reminders and follow-up support.

**Rationale:**

This intervention will ensure frequency of accountability and will prevent excessive absenteeism.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

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

No

**Description of Intervention #3:**

Teacher Intervention #2 – Attendance Recognition Program Teachers with consistent attendance and accurate daily attendance-taking will be acknowledged through monthly recognition and small rewards.

**Rationale:**

This is meant to boost morale and highlight strong professional habits.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

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

No

**Action Steps to Implement:**

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

**Action Step #1**

Step 1: Review Attendance Data Monthly

**Person Monitoring:**

Guidance Counselor

**By When/Frequency:**

Monthly

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

Starting in August 2025, the principal and team leaders will review student and teacher attendance data each month. They will look for patterns, identify students and staff with high absences, and begin support or intervention plans as needed.

**Action Step #2**

Step 2: Send Parent Notification Letters

**Person Monitoring:**  
Guidance Counselor

**By When/Frequency:**  
At specified absence intervals

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

FOCUS will automatically send letters to parents when a student has 3 and 5 unexcused absences. After 7 unexcused absences, the school will schedule a meeting with the parent or guardian to create a plan for improvement.

**Action Step #3**

Step 3: Check Teacher Attendance Logs Daily

**Person Monitoring:**  
Dr. Marvin Thomas

**By When/Frequency:**  
Daily

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

A daily attendance report will be printed and given to Dr. Thomas during the 5th period. He will visit classrooms to ensure teachers have taken attendance every period. Teachers not meeting this expectation will receive reminders and support.

**Action Step #4**

Step 4: Launch Monthly Incentive Program

**Person Monitoring:**  
Camry S. Floyd (principal)

**By When/Frequency:**  
Monthly

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

In September 2025, the school will begin rewarding students and teachers with good or improved attendance. Incentives may include small prizes, public recognition, certificates, or special privileges. This will be managed by team leaders and monitored monthly.

**Action Step #5**

Step 5: Hold Support Meetings for Chronic Absences

**Person Monitoring:**  
Camry S. Floyd, Principal

**By When/Frequency:**  
Quarterly

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

Students or teachers who continue to have high absences will meet with the principal or a team leader to discuss challenges and create a support plan. These meetings will focus on problem-solving and helping each person improve their attendance.

**Area of Focus #4**

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

**ESSA Subgroups specifically relating to Economically Disadvantaged Students (FRL)**

**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as

a crucial need from the prior year data reviewed.

Parents in Economically Disadvantaged areas require support when it comes to involvement in their child's education. The literacy and graduation rates in Gadsden County have recently increased, but have been historically low for the past few decades. Parent Involvement is paramount to student success.

### **Measurable Outcome**

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

By the end of Q3, 90% of parents will have visited the campus twice, to include 1 parent conference with a teacher from the assigned teaching team.

By the end of Q1, 50% of parents will have access to student progress via the FOCUS portal.

### **Monitoring**

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

At the assigned intervals, reports from the communication portals will be analyzed and compared to total enrollment.

### **Person responsible for monitoring outcome**

Camry S. Floyd (Principal), Guidance Counselor

### **Evidence-based Intervention:**

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

#### **Description of Intervention #1:**

Funding from this project will support - Two-Way Communication (such as the Remind Communication Platform) - Parent Workshops and Training and associated materials and supplies - Family Literacy Programs materials and supplies - Volunteer Opportunities (training, materials and supplies) - Home-School Learning Connections - Regular Feedback on Student Progress - Attendance and Academic Conferences per quarter materials and supplies Signage for classroom environments will be purchased to promote positive school culture, increase student attendance, support calming spaces and build resiliency. These interventions will be facilitated, by assigned grade level team leaders in conjunction with the Guidance Counselor. Materials, Supplies, books, and tools will be purchased, and team leaders will also be compensated.

**Rationale:**

Involving parents in the education of children significantly increases success rate. Parents who feel welcome at the children's schools are more likely to visit and more likely to buy in to the vision and mission of the school, encouraging strong attendance and positive behavior.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

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

No

**Action Steps to Implement:**

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

**Action Step #1**

Parent Night Calendar Development

**Person Monitoring:**

Camry S. Floyd (Principal)

**By When/Frequency:**

September 2025

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

The school will host monthly parent nights to actively involve families in the academic expectations and instructional goals for the school year. During this event, parents will receive an overview of grade-level curriculum, classroom routines, assessment strategies, and ways to support student learning at home. Teachers and staff will facilitate interactive sessions to build strong partnerships between families and the school. The school will monitor parent attendance at Parent Night and gather feedback through surveys to assess the usefulness of the information presented. Follow-up engagement will include periodic check-ins and parent workshops throughout the year. Increased parent understanding of curriculum and academic expectations will be measured by improved communication between families and teachers, as well as participation in school-based academic events.

## **IV. Positive Learning Environment**

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**Area of Focus #1**

Positive Behavior and Intervention System (PBIS)

**Area of Focus Description and Rationale**

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

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The modification of a unified prescriptive discipline plan, PBIS plan, and supervision plan for the entire campus is necessary to ensure a safe learning environment and to promote a positive school culture. Restorative measures such as MTSS and ISS will be added to limit the number of absences due to inappropriate behavior.

**Measurable Outcome**

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

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2024-2025 the number of referrals was reduced from 1400 to 300. Our goal is to reduce the number of discipline incidents by increasing supervision and implementing uniform behavior and incentive programs. The total number of referrals will be reduced to less than 300 at the end of the 2025-2026 school year.

**Monitoring**

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

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A Classroom Behavior Management protocol has been designed to ensure that all teachers follow the same steps when providing correction and discipline to students. Schoolwide rules, routines and procedures are in place to ensure that expectations are the same throughout campus.

A referral report will be printed at the end of each quarter to ensure that no more than 50 referrals are processed per quarter.

MTSS Meetings will be scheduled for all students who are referred more than 4 times per semester.

**Person responsible for monitoring outcome**

Shereka Hutley, Dr. Marvin Thomas

**Evidence-based Intervention:**

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

**Description of Intervention #1:**

Prescriptive Discipline Plan/Schoolwide Expectations and Incentives The prescriptive discipline plan arranges infractions in categories based on severity, combining the information in the Student Code of Conduct and the SESIR guidelines. This plan outlines the consequences for each infraction so that there is no ambiguity when it comes to developing appropriate responses. To facilitate consistent implementation and ensure that practices are institutionalized, a teacher on special assignment will be funded through this project. The position will support instruction, promote positive culture and



facilitate improved resiliency with school environment. In addition, year-long teacher monitoring assignments will be established to promote consistent supervision.

**Rationale:**

**Tier of Evidence-based Intervention:**

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

No

**Action Steps to Implement:**

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

**Action Step #1**

Train Teachers/Students in Discipline Plan, Restorative Justice, and the revised GCSB Student Code of Conduct

**Person Monitoring:**

Shereka Hutley, TOSS

**By When/Frequency:**

August 2025

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

During pre-planning, teachers will receive training on the Prescriptive Discipline plan, PBIS Systems, and Restorative Justice. Teachers then devised a 10-day plan to introduce and reiterate the new procedures to students.

**Action Step #2**

Organize Appropriate Supervision Before, During, and After the School Day

**Person Monitoring:**

Shereka Hutley (Teacher on Special Assignment)

**By When/Frequency:**

August 2025

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

Faculty and Staff have been assigned to posts to support smooth transitions and limit incidents between class times. The year-long teacher monitoring assignments will facilitate consistent supervision and support throughout the school environment.

## **V. Title I Requirements (optional)**

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### **A. Schoolwide Program Plan (SWP)**

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

#### **Dissemination Methods**

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

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

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<https://jasms.gadsdenschools.org/>

#### **Positive Relationships With Parents, Families and other Community Stakeholders**

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

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

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The school plans to utilize the Remind Platform to enhance communication with parents and families. Relationships with other community stakeholders will be enhanced as follows;

- Push-In Programs for Life Skills and College Preparation
- Vendor Opportunities for local restaurants at sporting events
- Invitations to Community Meetings Hosted monthly on-site
- Monthly Off-Site meetings to collaborate with community partners

#### **Plans to Strengthen the Academic Program**

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

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- Modification of the Master Schedule to increase opportunities of intensive and accelerated

instruction

- Modification of the Master schedule to lower class sizes
- Introduction of academic contracts for all students who scored 2 consecutive Level 1s and did not meet requirements for learning gains
- Incentives for Teacher and Student Achievement

**How Plan is Developed**

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

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No Answer Entered

## **B. Component(s) of the Schoolwide Program Plan**

### **Components of the Schoolwide Program Plan, as applicable**

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

#### **Improving Student's Skills Outside the Academic Subject Areas**

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

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- The school district provides on-site social workers to aid in speedy responses to mental-health crises
- The school counselor will intervene before absences become excessive to ensure that the home-school partnership is maintained
- Specialized programs are provided at each grade level (5th - DARE, 6th - Tallahassee State College Educational Talent Search, 7th - AMI Kids Vocational Program, 8th - Florida A&M University TRIO, All grades - Abella Health Real Essential Program, My Brother's Keeper Mentoring Program, TruNorth Logic Real Essential Mentoring Program.)

#### **Preparing for Postsecondary Opportunities and the Workforce**

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

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Students in grades 6- 8 have the opportunity to participate in CTE Courses to earn industry certifications.

#### **Addressing Problem Behavior and Early Intervening Services**

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

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A SchoolWide Prescriptive Discipline Plan has been established as uniform means of managing student behavior. The program has built-in MTSS interventions and Restorative practices to reduce the number of suspensions for all students, and to limit the likelihood of students with disabilities reaching the 10-day maximum.

**Professional Learning and Other Activities**

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

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All members of faculty and staff participate in twice-monthly faculty meetings. The meetings have alternating themes of academics and culture, and they include the provision of training by experts in various education-related fields.

Teachers are supported via bi-weekly PLC meetings with Coaches and curriculum partners.

**Strategies to Assist Preschool Children**

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

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No Answer Entered

## **VI. ATSI, TSI and CSI Resource Review**

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

### **Process to Review the Use of Resources**

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

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Resources are vetted through a universal process before adoption. The process includes the input of stakeholders at various levels within the district, and includes the opinions of community stakeholders.

### **Specifics to Address the Need**

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

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Study Island - Science Support

iReady - ELA and Math Support

Magnetic Reading - ELA Support

McCarthy Math - Math Support (5th Grade)

Algebra Nation - Acceleration Support (Algebra 1)

These supplemental resources will address the areas of greatest need, per the 2024-2025 proficiency data, and will aid in supporting the Acceleration Area of Focus.

## VII. Budget to Support Areas of Focus

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Check if this school is eligible for 2025-26 UniSIG funds but has chosen  
NOT to apply.

**No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00