

Gadsden County Schools

James A. Shanks Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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James A. Shanks Middle School

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www.gadsschools.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.

To provide a safe, nurturing, and productive environment in which to educate all students in order to become responsible lifelong learners who possess skills, knowledge and self confidence needed to become college and/or career ready.

Provide the school's vision statement.

With high expectations of all stakeholders, James A Shanks Middle School will create a culture of excellence by providing a rigorous, relevant benchmark-based instruction for the development of skills necessary for students to be academically proficient.

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
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Jarrett, Kisha	Principal	<p>The Principal is the instructional leader of the school and assumes the responsibility of promoting safety, providing equity and access to the curriculum, expecting academic success for all students, and allocating and managing resources to support instruction. The principal focuses on learning and continuous improvements which are aligned with the school as well as the district's mission and vision. She is the decision-maker in regards to the master schedule, teacher's evaluation, and supervision, Gadsden County Model of Instruction, professional development, professional learning community coordination, hiring new teachers, and school improvement activities. She creates uninterrupted time within the school day for common planning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge.</p> <p>Principal Jarrett also manages and supervises the business side of the school, she is responsible for all budgetary decisions and business partners. Additional responsibilities include:</p> <ul style="list-style-type: none"> Assistant Principal Supervision Deliberate practice for all instructional staff Discipline referral monitor Marzano framework activities School Advisory Council School Safety School Community Facilitation
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Kitchen, Denesha	Assistant Principal	<p>To assist the Principal with administrative and instructional functions to meet the educational needs of students and carry out the mission and goals of the school and the District. The Assistant Principal assists in the training and guidance of the development of all Instructional leaders, and assists in the hiring, supervising, and evaluating of all staff. The assistant principal supports new staff members in classroom management and instruction as well as ensures that the school operates in a conducive and effective learning environment in collaboration with the principal. Provide mentoring and small group instruction. Assist with supervision/duty posts. Monitors and ensures effective instruction and equitable access to resources necessary for the success of all students.</p>
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Moore, Stephanie	Assistant Principal	<p>To assist the Principal with administrative and instructional functions to meet the educational needs of students and carry out the mission and goals of the school and the District. The Assistant Principal assists in the training and guidance of the development of all Instructional leaders, and assists in the hiring, supervising, and evaluating of all staff. The assistant principal supports ESE Department in classroom management and instruction as well as ensures that the school operates in a conducive and effective learning environment in collaboration with the principal. Assist with supervision/duty posts. Monitors and ensures effective instruction and equitable access to resources necessary for the success of all students.</p>
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Name	Position Title	Job Duties and Responsibilities
Commodore, Shirley	Math Coach	Lead Teacher for mathematics (Grades 4-8) To provide an educational atmosphere in which students will move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation in accordance with District philosophy, goals, and objectives.
Kirkland, Nahketah	Reading Coach	To assist teachers at the school level, for modeling of best practices/lessons, to assist with implementing grant and/or K-12 Comprehensive Reading Plan requirements, and to provide staff development and resources to reading teachers.
Samson, Marilyn	Teacher, K-12	To provide an educational atmosphere in which students will move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation in accordance with District philosophy, goals, and objectives.
Simmons-Russ, Catina	Dean	Professional Development for teachers & staff (classroom management & safety) <ul style="list-style-type: none"> - Classroom walkthroughs for behavior - Provide help and support for behavior intervention strategies (major) - Daily communication of Rest Room - Communicates with families for disciplinary actions - Supports family/community activity - Work referrals within the day - Busing (arrival, dismissal, evacuation drills, etc.) - Cafeteria Duty - Review of Placements - Schoolwide Discipline - Assemblies - Hearings - Safety
Thomas, Marvin	Dean	Professional Development for teachers & staff (classroom management & safety) <ul style="list-style-type: none"> - Classroom walkthroughs for behavior - Provide help and support for behavior intervention strategies (major) - Daily communication of Rest Room - Communicates with families for disciplinary actions - Supports family/community activity - Work referrals within the day - Busing (arrival, dismissal, evacuation drills, etc.) - Cafeteria Duty - Review of Placements - Schoolwide Discipline - Assemblies - Hearings - Safety

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> - SWBMP Quarterly Data (w/ LST) - Hold quarterly School Meetings with students

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.

The process of involving stakeholders in the School Improvement Plan (SIP) development process is crucial for creating a comprehensive and effective plan that addresses the needs and goals of the school community. Here's our step-by-step outline of how stakeholders, including the school leadership team, teachers and staff, parents, students, and business or community leaders, are involved and how their input was used in the SIP development process:

Identification of Stakeholders: Identified all relevant stakeholders who have a vested interest in the school's success. This includes the school leadership team, teachers, staff, parents, students, families, and local business or community leaders.

Communication and Engagement Plan: We communicated the plan through email and will review the SIP at every SAC meeting to allow feedback as we process throughout the year.

School Leadership Team Involvement: We had two meetings with the school leadership team to discuss the school's strengths, weaknesses, opportunities, and threats (SWOT analysis). Encouraging the leadership team to provide insights into the overall vision, mission, and goals of the school.

Teacher and Staff Engagement: We conducted a focus group session over four days this summer to gather input from teachers and staff about their perspectives on the school's strengths and areas for improvement.

They were encouraged to share their ideas on instructional strategies, curriculum enhancements, and professional development needs.

Business and Community Leader Input: This summer we discussed with our business partners potential partnerships, internship opportunities, or resources that the community can provide to support the school's improvement goals.

Data Analysis and Integration: We analyzed data the input received from all stakeholders, identifying common themes, priorities, and areas of consensus through the SWOT analysis method. We use the data to inform the development of specific goals, strategies, and action steps in the SIP.

Regular Review and Feedback Loop:

During the monthly SAC meetings we will have an opportunity for ongoing feedback and review of the SIP's progress with stakeholders. Monitor the implementation of strategies, assess outcomes, and make necessary adjustments based on stakeholder feedback.

By involving various stakeholders and leveraging their insights, the School Improvement Plan will be a well-rounded and effective roadmap for enhancing the school's educational quality and overall success.

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))

It is important to emphasize our commitment to the effective implementation and impact of the School Improvement Plan (SIP) at James A. Shanks Middle School. Our collective efforts to enhance student achievement and address the achievement gap require ongoing vigilance and collaborative action.

Our approach to monitoring and continuous improvement includes the following key components:

Monthly Professional Learning Community (PLC) Meetings with Staff: We will engage in regular PLC meetings to review our progress, share insights, and collaboratively address challenges. These sessions provide an opportunity for open dialogue and a platform to refine our strategies in real-time.

Florida Department of Education BSI Team's Monthly Visits: During the visits by the Florida Department of Education's Bureau of School Improvement (BSI) team, we will engage in discussions about the SIP's implementation and its impact on student achievement. These interactions will offer valuable external perspectives and feedback.

School Advisory Council Meetings: The School Advisory Council (SAC) meetings will serve as a forum for discussing the SIP's progress and seeking input from our diverse stakeholders. This inclusivity ensures that the SIP remains aligned with the needs and expectations of our school community.

Monthly SIP Leadership Team Meeting: The administrative team will convene regularly to assess the SIP's effectiveness and identify areas for refinement. This leadership team meeting will facilitate swift adjustments and enhancements to the plan based on our ongoing analysis.

It is crucial that we view the SIP not as a static document, but as a dynamic blueprint that guides our actions and decisions. Our commitment to continuous improvement is unwavering, and we will revise the plan as necessary to ensure that we are consistently progressing toward our goals.

Demographic Data	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School 4-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	98%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
2021-22 ESSA Identification	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
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)* White Students (WHT)

	Economically Disadvantaged Students (FRL)*
School Grades History	2021-22: D
	2019-20: C
	2018-19: C
	2017-18: D
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	35	27	58	64	64	248
One or more suspensions	0	0	0	0	6	20	52	73	62	213
Course failure in English Language Arts (ELA)	0	0	0	0	35	2	3	15	2	57
Course failure in Math	0	0	0	0	29	1	1	2	4	37
Level 1 on statewide ELA assessment	0	0	0	0	36	36	87	70	69	298
Level 1 on statewide Math assessment	0	0	0	0	8	24	80	76	71	259
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

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	42	27	73	87	75	304

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	2	1	1	1	2	7
Students retained two or more times	0	0	0	0	1	6	12	12	14	45

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	25	5	28	58	41	157
One or more suspensions	0	0	0	0	3	11	34	47	53	148
Course failure in ELA	0	0	0	0	17	11	8	49	57	142
Course failure in Math	0	0	0	0	17	3	17	32	41	110
Level 1 on statewide ELA assessment	0	0	0	0	20	53	70	70	79	292
Level 1 on statewide Math assessment	0	0	0	0	25	56	84	77	69	311
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	26	22	54	77	84	263

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	19	1	2	5	3	30
Students retained two or more times	0	0	0	0	4	6	14	16	18	58

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	25	5	28	58	41	157
One or more suspensions	0	0	0	0	3	11	34	47	53	148
Course failure in ELA	0	0	0	0	17	11	8	49	57	142
Course failure in Math	0	0	0	0	17	3	17	32	41	110
Level 1 on statewide ELA assessment	0	0	0	0	20	53	70	70	79	292
Level 1 on statewide Math assessment	0	0	0	0	25	56	84	77	69	311
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	26	22	54	77	84	263

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	19	1	2	5	3	30
Students retained two or more times	0	0	0	0	4	6	14	16	18	58

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	2022			2019		
	School	District	State	School	District	State
ELA Achievement*	23	34	57	27	50	61
ELA Learning Gains	36	43	55	48	52	59
ELA Lowest 25th Percentile	37	41	46	51	55	54
Math Achievement*	23	34	55	39	57	62
Math Learning Gains	38	43	60	53	52	59
Math Lowest 25th Percentile	42	46	56	51	46	52
Science Achievement*	19	28	51	22	47	56
Social Studies Achievement*	64	62	72	54	72	78
Middle School Acceleration	79			79		
Graduation Rate						
College and Career Acceleration						
ELP Progress	33			46		

* 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)	CSI
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	394
Total Components for the Federal Index	10
Percent Tested	97
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

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	35	Yes	1	
ELL	33	Yes	1	
AMI				
ASN				
BLK	41			
HSP	37	Yes	1	
MUL				
PAC				
WHT	41			
FRL	38	Yes	1	

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)

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	23	36	37	23	38	42	19	64	79			33

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
SWD	26	35	31	24	37	37	26	60				
ELL	18	30	36	26	34	44	15		62			33
AMI												
ASN												
BLK	23	38	35	22	39	41	20	63	85			
HSP	20	28	33	27	38	45	16	62	71			32
MUL												
PAC												
WHT	40	64		13	45							
FRL	22	36	38	23	38	43	20	62	78			23

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	24	29	28	26	28	31	16	32	48			36
SWD	26	31	31	29	39	44	25	30				
ELL	28	36	36	40	36	24	15	36	29			36
AMI												
ASN												
BLK	21	26	26	24	25	33	16	27	52			
HSP	29	37	36	35	36	26	17	39	43			35
MUL												
PAC												
WHT	27			30								
FRL	24	28	26	26	28	30	17	30	48			33

2018-19 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 2017-18	C & C Accel 2017-18	ELP Progress
All Students	27	48	51	39	53	51	22	54	79			46
SWD	32	45	45	31	43	35	24	70				
ELL	25	55	59	45	65	79	17					46
AMI												

2018-19 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 2017-18	C & C Accel 2017-18	ELP Progress
ASN												
BLK	25	45	46	36	49	49	20	56	80			
HSP	32	58	67	48	62	61	25	44	67			46
MUL												
PAC												
WHT												
FRL	27	49	49	39	53	50	22	58	80			46

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
05	2023 - Spring	11%	24%	-13%	54%	-43%
07	2023 - Spring	16%	28%	-12%	47%	-31%
08	2023 - Spring	26%	33%	-7%	47%	-21%
04	2023 - Spring	11%	26%	-15%	58%	-47%
06	2023 - Spring	21%	25%	-4%	47%	-26%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	29%	35%	-6%	54%	-25%
07	2023 - Spring	33%	38%	-5%	48%	-15%
04	2023 - Spring	13%	24%	-11%	61%	-48%
08	2023 - Spring	43%	38%	5%	55%	-12%
05	2023 - Spring	9%	24%	-15%	55%	-46%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	6%	5%	1%	44%	-38%
05	2023 - Spring	3%	15%	-12%	51%	-48%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	64%	25%	39%	50%	14%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	80%	44%	36%	63%	17%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	31%	37%	-6%	66%	-35%

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.

Our plan for addressing the recent challenges in science scores and shed light on the contributing factors that led to last year's lower performance. Additionally, share some insights into the data components that revealed the weakest performance in 5th and 8th grade science assessments.

Plan to Improve Science Scores:

In response to the identified need for improvement in science scores, we have developed a comprehensive plan that focuses on targeted interventions and enhanced instructional strategies. The key elements of our plan include:

Enhanced Science Instruction: We are working on providing our teachers with specialized professional development in science instruction. This training will equip them with the necessary tools and strategies to engage students effectively and align their teaching with the state standards.

Standards-Based Progress Monitoring: To ensure ongoing assessment and progress tracking, we are

implementing a standards-based science progress monitoring tool. This will enable us to gauge proficiency and growth throughout the school year, helping us address learning gaps promptly.

Collaborative Planning: Our teachers will engage in regular collaborative planning sessions to share best practices, analyze student performance data, and tailor their instruction to meet individual student needs.

Factors Contributing to Last Year's Performance:

Last year's low performance in science scores was influenced by several factors, including:

Limited Science Instruction: Insufficient emphasis on science instruction contributed to a lack of preparedness among students for the assessments.

Absence of Progress Monitoring: Without a reliable progress monitoring tool, we were unable to track student growth and provide timely interventions.

Alignment Challenges: Our instructional strategies did not consistently align with the state standards, impacting students' ability to demonstrate proficiency.

Trends in Data Component:

Upon analyzing the data, we found that the lowest performance in 5th and 8th grade science assessments was primarily related to the application and analysis components of the assessments. Students seemed to struggle with applying scientific concepts to real-world scenarios and analyzing data to draw meaningful conclusions.

We are committed to addressing these trends by incorporating more hands-on, experiential learning opportunities and strengthening students' analytical skills through targeted instruction.

I am confident that our proactive approach, combined with the dedication and expertise of our educators, will lead to significant improvements in science scores and overall student performance.

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

Based on the results of the 2022 and 2023 state assessments, our focus for improvement is centered around specific grade levels and subjects. Specifically, we have identified the need for enhancement in 5th and 8th grade science achievement, as well as in 4–8 math achievement and 4–8 English Language Arts (ELA) achievement.

The challenges in 5th and 8th-grade science achievement can be attributed in part to a lack of comprehensive science instruction. Additionally, the absence of a standards-based science progress monitoring tool has hindered our ability to effectively assess proficiency and track growth over the course of the academic year. The deficiencies in math and ELA achievement are a result of inadequate planning, a shortage of standards-aligned instruction, and limitations stemming from prior academic years.

To successfully address these areas of improvement, it is imperative that we take decisive action. We need to ensure that each content area is staffed with certified teachers who are well-versed in delivering standards-based instruction. Equally important is the provision of curriculum support for progress monitoring, enabling teachers to track student growth and proficiency in a consistent and effective manner.

Through the implementation of these measures, we are committed to elevating the quality of education we provide and fostering a learning environment that empowers all students to excel.

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

The data component that exhibited the most significant disparity when compared to the state average is science. Last year's low performance in science scores was influenced by several factors, including:

Limited Science Instruction: Insufficient emphasis on science instruction contributed to a lack of preparedness among students for the assessments.

Absence of Progress Monitoring: Without a reliable progress monitoring tool, we were unable to track student growth and provide timely interventions.

Alignment Challenges: Our instructional strategies did not consistently align with the state standards, impacting students' ability to demonstrate proficiency.

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

Algebra and Biology Improvement:

Our recent data analysis has revealed significant improvement in both algebra and biology scores, which is a testament to the dedication and hard work of our educators and students. The strategies we implemented to foster growth in these areas included:

Targeted Professional Development: We provided our algebra and biology teachers with specialized professional development sessions focused on effective instructional methods, formative assessment practices, and strategies to address common misconceptions.

Data-Driven Instruction: Regular analysis of student performance data allowed us to identify specific areas of weakness in algebra and biology. This insight guided our instructional decisions, enabling us to tailor our teaching to address these challenges.

Personalized Support: We implemented intervention and enrichment programs for students who needed additional support in algebra and biology. These initiatives provided targeted assistance to struggling students and challenged those who were ready to excel further.

Collaborative Planning: Our teachers engaged in collaborative planning sessions to share successful teaching strategies and brainstorm innovative approaches to engage students in algebra and biology.

Student Engagement Initiatives: To enhance student motivation and interest, we introduced interactive activities, hands-on experiments, and real-world applications that made algebra and biology concepts more engaging and relatable.

These concerted efforts have resulted in marked improvements, and we are encouraged by the positive trajectory in these subject areas.

Looking Ahead:

As we celebrate this achievement, we remain committed to sustaining and expanding upon our progress. Our ongoing commitment includes:

Continued Professional Development: We will provide ongoing professional development opportunities to ensure our educators remain well-equipped to deliver effective instruction in algebra and biology.

Data-Informed Decision-Making: Regular data analysis will guide our instructional planning, helping us identify emerging trends and areas requiring further attention.

Student-Centered Approaches: We will continue to explore innovative teaching methods that place students at the center of their learning experience, fostering deeper understanding and enthusiasm for algebra and biology.

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

As we reviewed the data, we identified two specific areas of concern that require our focused attention: students performing at level one in math and reading. I would like to outline the action steps we are taking to address these concerns and drive meaningful improvements in proficiency and learning gains.

Math and Reading Level One Students:

Upon careful examination of the EWS data, we observed that a notable number of students are currently at level one in both math and reading. Recognizing the critical importance of these foundational skills, we are dedicated to implementing targeted strategies to support these students and ensure their academic growth.

Action Steps for Improvement:

To address the challenges posed by students at level one in math and reading, we are taking the following action steps:

Targeted Interventions: We have developed a series of focused intervention programs designed to provide individualized support to struggling students. These programs will include additional instructional time, small-group interventions, and personalized learning plans to address specific skill gaps.

Data-Informed Instruction: Regular data analysis will continue to drive our instructional decisions. We will closely monitor student progress, adjusting our teaching strategies as needed based on ongoing assessment data.

Collaboration and Professional Development: Our educators will collaborate to share best practices and successful instructional strategies for supporting students in math and reading. Furthermore, we will provide professional development opportunities that equip our teachers with the tools and techniques to engage and uplift struggling learners.

Family and Community Engagement: We understand the importance of involving families and the community in supporting student success. We will establish open lines of communication, providing resources and guidance for families to actively participate in their child's learning journey.

By focusing our efforts on these targeted action steps, we are committed to elevating the proficiency and learning gains of our students in math and reading. This endeavor aligns with our overarching mission to provide a high-quality education that empowers every student to excel.

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

Common Planning:

This year we have implemented common planning across all content areas so teachers are able to collaborate, set goals, and monitor data. We will focus on standard-based planning for Tier 1 instruction. The planning will include protocols for Tier 1 instruction, small group differentiation of Tier 1, and remediation to close learning gaps. Teachers in the four tested content areas will meet one planning day a week

to plan with administrators or coaches. The implementation of the planning will be monitored by data reviews, class walks, feedback, and coaching. The teachers will also meet two times a week before school or afterschool with the content area teachers for additional planning. The administrative team will

be working closely with BSI to provide observations and consistent feedback. Teachers will hold data chats on a weekly basis to monitor the lowest 25% and provide progress monitoring for their students. AVID will also be implemented on our campus this school year.

Deliberate Practice:

Throughout the academic year, our school is partnering closely with Learning Sciences International to offer Marzano training for both teachers and administrators. Our dedicated math and reading coach will facilitate monthly professional development sessions, focusing on the implementation of the BEST standards, exemplary practices, and effective data tracking. These professional development sessions will encompass evidence-based strategies in the key subject areas of Math, ELA, Science, and Civics, as outlined in our specific focus areas. Moreover, teachers will benefit from comprehensive training in classroom management procedures and protocols, ensuring a cohesive and supportive learning environment for all students. This initiative aligns with our school's dedication to providing high-quality instruction and support for both teachers and students alike.

Instructional Systems:

We are committed to establishing a culture of continuous improvement and accountability, which will be accomplished through a series of well-structured weekly action meetings, the establishment of clear and ambitious expectations, and unwavering support for all members of our staff. To ensure the success of this initiative, the administration will actively engage in data analysis, using insights to guide decision-making. These analyses will serve as a foundation for productive data conversations between administrators and teachers. Moreover, teachers will actively participate in data chats with their students, fostering a dialogue that encourages growth and learning. By embracing these practices, we aim to create an environment where improvement is ongoing, expectations are transparent, and support is readily available. Through these collective efforts, we are confident in our ability to achieve sustainable progress and elevate the quality of education we provide.

Area of Focus

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

#1. 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.

In the 2022-2023 school year 27% of students exhibited poor attendance by missing more than ten percent of the school year; twenty-five percent of the students received one or more suspensions, these are a few factors that may have contributed to discipline issues. Many of the discipline infractions stem from poor social skills, lack of family support, and mismanagement of impulsive control.

Measurable Outcome:

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

- 1.Stakeholder/Parent engagement activity (Complete 4 parent engaged activity through the year)
- 2.Decrease out of school suspensions and expulsions by 41%.
- 3.Have 100% of staff trained on PBIS/MTSS
- 4.Increase student extracurricular activities by 41% .

Monitoring:

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

- 1.Quarterly reports using FOCUS / Navigate 360
- 2.Progress monitoring for Tier 2 and Tier 3 students using FOCUS m specifically teacher notes.
- 3.AVID strategies throughout the school

Person responsible for monitoring outcome:

Stephanie Moore (moores@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.)

PBIS / MTSS

Navigate 360

Safe Place Resources: Calming Center kits and Safe Place Posters

Managing Emotional Mayhem Books

Social skills groups

Zones of regulation

Conscious Discipline

Positive PEERS

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

We value an equitable and accessible education for all children incorporating technology with the support of our parents, family, community, and business partners. We ensure we address the social/emotional and mental health needs of all our students and provide wraparound support and services to our families. The Harvard study's authors say, "Conscious Discipline provides an array of behavior management strategies and classroom structures that teachers can use to turn everyday situations into learning opportunities."

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.

Identify monitoring systems and initiate teaching training to help identify students with Early Warning Systems

Person Responsible: Kisha Jarrett (jarrettk@gcpsmail.com)

By When: Ongoing

Collect data and assess every 9 weeks in order to make evidence based intervention steps effective.

Person Responsible: Kisha Jarrett (jarrettk@gcpsmail.com)

By When: Ongoing

Implement target interventions using N360, Zone of Regulation and Conscious Discipline. It will be continuously monitored with a quarterly report (macro/school wide) and more intensive interventions (micro/individual) based on data collection.

Person Responsible: Kisha Jarrett (jarrettk@gcpsmail.com)

By When: Ongoing

Implement universal system of supports to ensure fidelity and consistency throughout the campus.

Person Responsible: Kisha Jarrett (jarrettk@gcpsmail.com)

By When: Ongoing

Develop a monitoring report to make adjustments and to ensure attainment of goals.

Person Responsible: Kisha Jarrett (jarrettk@gcpsmail.com)

By When: Ongoing

Conscious Discipline:

he safe place resources - Calming Center Kits, safe place poster sets, Managing Emotional Mayhem books.

Person Responsible: Kisha Jarrett (jarrettk@gcpsmail.com)

By When: Ongoing

#2. Instructional Practice specifically relating to Collaborative Planning

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.

Based on the 2023 State Assessment results, our proficiency scores were as follows: ELA 18%, Math 28%, Science 9%, and Civics 31%. This data underscores a critical need for targeted intervention and improvement in these subject areas.

The identification of this crucial need was derived from a comprehensive review and analysis of the assessment data. Through a careful examination of student performance across various subjects, it became evident that science, with a proficiency score of 9%, exhibited a substantial gap when compared to the state average. This disparity signifies a notable challenge that demands our immediate attention.

The rationale for prioritizing science improvement stems from the recognition that a proficiency rate of 9% falls significantly below the desired benchmark. This data point highlights a gap in our students' understanding and mastery of scientific concepts, which has the potential to impact their overall academic growth and future success. Furthermore, the lower science proficiency rate stands out as an area of concern that requires focused efforts to bridge this gap and elevate student achievement.

As we address this need, our commitment to data-driven decision-making guides our strategies and interventions. By identifying science as a crucial area for improvement based on the assessment results, we are proactively working to enhance our educational offerings, refine instructional approaches, and provide targeted support to ensure that our students achieve higher levels of proficiency and excel in this critical subject.

Measurable Outcome:

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

Our goal is to see significant progress and growth in student proficiency, as indicated by the statewide assessment results. Specifically, we aim for at least 41% proficiency among our students.

In our unwavering commitment to bridging the achievement gap, we have set an ambitious target: to reduce the gap in ability between our students with diverse backgrounds and needs (SWD, ELL, BLK, HSP, and FRL) and the overall student population by a remarkable 50%.

To ensure that we stay on track and make data-informed decisions, we have established a robust system of data metrics for monitoring our progress. These metrics include district-created mini-assessments, unit tests, and quarterly progress monitoring. By consistently tracking and analyzing these metrics, we will be able to gauge our students' growth, identify areas that require additional attention, and make necessary adjustments to our strategies and interventions.

Monitoring:

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

Common Planning Sessions:

The Leadership Team will play a central role in overseeing the progress of this Area of Focus. We will schedule regular common planning sessions, during which educators and team members will collaborate to refine instructional strategies and address specific learning objectives.

Benchmark-Aligned Planning:

One of the key components of the monitoring process is benchmark-aligned planning. During these planning sessions, educators will focus on aligning their instructional plans with predetermined benchmarks.

and learning standards.

Data Analysis:

Data analysis will be a central aspect of our monitoring process. In the planning sessions, the Leadership Team will guide educators in reviewing assessment data, evaluating student performance, and identifying trends and areas that require improvement.

Skills Review:

Collaborative discussions on skills review will enable educators to identify gaps in understanding, make necessary adjustments, and ensure that students are progressing towards the desired learning outcomes.

Person responsible for monitoring outcome:

[no one identified]

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.)

The evidence-based intervention chosen for this Area of Focus is the implementation of collaborative planning through Professional Learning Communities (PLCs) and team planning. A book study will be used during these sessions: "Is my School a better school because I lead it by Barut Kafele (16 books X 15.95) + 20.00 shipping/ 303.20

Collaborative planning within the PLC fosters a collaborative and supportive environment among educators. Through regular meetings and discussions, teachers have the opportunity to share insights, exchange best practices, and collectively brainstorm innovative instructional strategies.

Team planning extends this collaborative effort across subject areas or grade levels. By bringing together educators from different disciplines or grade levels, team planning encourages a cross-disciplinary approach to curriculum design.

The evidence supporting collaborative planning through Professional Learning Communities and team planning highlights its effectiveness in promoting a culture of continuous improvement. This intervention facilitates the alignment of instructional goals, enhances teacher collaboration, and ultimately contributes to improved student engagement and achievement.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Richard DuFour's perspective underscores the transformative power of Professional Learning Communities (PLCs) within schools. He emphasizes that when a school operates as a PLC, educators collectively commit to fostering high levels of learning for all students. This approach signifies a shared dedication to continuous improvement, collaboration, and a student-centered focus.

In a PLC, educators collaborate to analyze data, develop targeted instructional strategies, and share best practices. By aligning their efforts, educators work towards the common goal of ensuring that every student achieves their fullest potential. This collaborative culture not only enhances teaching practices but also leads to improved student outcomes, as it promotes a responsive approach to education.

DuFour's perspective reinforces the notion that a PLC transcends individual efforts, creating a collective force for positive change within the school environment. By prioritizing ongoing learning, collaboration, and student success, educators within a PLC create an impactful educational experience for all 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.

Professional development implementation of the subject area curriculum which includes:

Comprehension Strategies: We will delve into effective comprehension strategies that empower educators to facilitate deeper understanding and critical thinking among students.

Abstract to Concrete: We recognize the significance of transitioning from abstract concepts to tangible experiences. Through hands-on laboratory activities, we will empower educators to guide students between theoretical knowledge and practical application.

Vocabulary Enrichment: Our professional development will equip educators with strategies to enhance students' vocabulary acquisition.

Writing Skills Enhancement: Writing is a fundamental skill that transcends disciplines. Educators will gain insights into fostering effective writing skills across subjects, nurturing students' ability to convey ideas coherently.

Student Discourse: Encouraging meaningful student discourse is integral to active learning. Our professional development will guide educators in fostering a dynamic classroom environment where students engage in thoughtful discussions, share perspectives, and develop a deeper understanding of the subject matter.

Person Responsible: Kisha Jarrett (jarrettk@gcpsmail.com)

By When: Ongoing

Instructional Planning

Weekly Planning sessions are a pivotal component of our strategic approach to enhancing instructional quality and student success

During these planning sessions, teachers will follow a carefully designed planning protocol. This protocol is designated to facilitate the seamless alignment of Tier 1 instruction with the specific requirements of the standards. By adhering to this protocol, teachers will ensure that their instructional strategies are closely attuned to the learning objectives outlined in the standards.

Through these weekly planning sessions and the utilization of the planning protocol, we are confident in our ability to provide students with a well-rounded and enriched learning experience.

Person Responsible: Kisha Jarrett (jarrettk@gcpsmail.com)

By When: Ongoing

Collaborative Planning - Benchmark-Based

Support benchmark-based instruction through instructional planning with the administration, 4th-8th grade teachers, BSI, and district content specialist (Planning will occur one hour a day, 2 days a week, 4 weeks per month, for 10 months. Planning will take before or after the contract work

day. (25 X 2 hour X 4 weeks X 10 months X 35.00.)

Book Study Leadership Team Planning:

Book Study Leadership Team & Planning for walk throughs using is my school a better school because I lead it will improve teacher practices that produce increased student performance. Leadership team professional development will occur one hour a day, 1 day a week, r weeks per month, for 10 months. Sessions will take place after the contract day. (16 staff - 3 admin=13 teachers X1 hours X 4 weeks X 10 months X 35.00) Teachers will follow a carefully designed planning protocol.

Person Responsible: Kisha Jarrett (jarrettk@gcpsmail.com)

By When: On going

Book Study - "Is my School a better school because I lead it by Baruti Kafele"

(16 Books X 15.95) + 20.00 shipping / \$303.20 + \$20.00 = \$323.00

Person Responsible: Kisha Jarrett (jarrettk@gcpsmail.com)

By When: On going

Standards Based Teaching in the Classroom

Planning and teaching in the Standards-Based Classroom to support Observation and Feedback professional development and teacher coaching strategies.

Notes: FICA (Planning X .0765

Notes: "Worker's Compensation (Planning X .012)

Person Responsible: Kisha Jarrett (jarrettk@gcpsmail.com)

By When: On going

#3. 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.

The 2023 State Assessment results have provided us with valuable insights into our students' academic performance. The proficiency scores for key subjects are as follows:

English Language Arts (ELA): 18%

Mathematics: 28%

Science: 9%

Civics: 31%

These scores serve as a foundation for our ongoing efforts to enhance student achievement and promote a culture of continuous improvement. While the results indicate areas where growth is needed, they also highlight the significance of our commitment to strategic interventions and focused initiatives.

As we move forward, we are dedicated to implementing targeted strategies that address the challenges identified by the assessment results. Through collaborative planning, data-driven instruction, and a steadfast focus on best practices, we aim to raise proficiency levels and provide our students with a robust educational experience.

Measurable Outcome:

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

James A. Shanks Middle School is embarking on a mission of academic excellence, dedicated to ensuring that our students achieve at the highest levels. Our aspirational goal is for our students to demonstrate a minimum proficiency of 41% on the statewide assessment.

A paramount objective of our journey is to address and narrow the achievement gap that exists among different student groups. We are committed to reducing the disparity in ability between students with varying backgrounds, including SWD, ELL, BLK, HSP, and FRL, and their peers. Our goal is to effect a remarkable 50% reduction in this achievement gap, reflecting our unwavering dedication to equity and inclusivity.

To ensure that our efforts are measured and guided by concrete data, we have established a robust set of data metrics. These metrics encompass district-created mini-assessments, unit tests, and quarterly progress monitoring.

Monitoring:

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

Monitoring the goal's progress entails utilizing F.A.S.T, STAR, district quarterly assessments, and school-based assessments. Weekly classroom walks conducted by the leadership team oversee professional development and planning implementation, followed by feedback to teachers and coaching decisions based on data metrics and observations. Future instructional practices and remediation needs are determined from qualitative and quantitative data. School-wide data reviews are bi-monthly, while monthly meetings between the team and teachers guide future instruction and identify reteaching needs. ESSA subgroup students receive data chats during common planning sessions to ensure targeted support. This comprehensive approach ensures continuous improvement and enhances student outcomes.

Person responsible for monitoring outcome:

Kisha Jarrett (jarrettk@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.)

- Deliver explicit comprehension strategy instruction in alignment with the textbook's content. (Substantial supporting evidence)
- Construct Benchmark Aligned Focus Calendars tailored to each content area.
- Facilitate extended discussions for deeper exploration of text interpretation and significance. (Moderate supporting evidence)
- Interconnect and merge abstract and concrete representations of concepts across subjects. (Instructional integration)
- Employ writing for diverse purposes such as conveying information, building arguments, enhancing reading and comprehension, and sharing experiences across subject domains. (Writing versatility guide)
- Foster natural exposure to and utilization of academic vocabulary through multiple channels - listening, reading, speaking, and writing. (Comprehensive vocabulary approach)
- Infuse AVID WICOR strategies throughout all subject areas for enhanced instructional outcomes.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The evidence-based intervention for this Area of Focus includes:

- Delivering direct and explicit instruction in comprehension strategies, meticulously aligned with the content of the textbook, backed by strong supporting evidence.
- Crafting Benchmark Aligned Focus Calendars for each content area, facilitating streamlined planning and instruction.
- Creating opportunities for in-depth discussions that explore text meaning and interpretation, supported by moderate evidence.
- Seamlessly intertwining abstract and concrete representations of concepts across subject domains, optimizing instructional organization and study.
- Harnessing writing as a versatile tool, employed for diverse purposes such as conveying information, constructing arguments, enriching reading and comprehension, and sharing experiences across all subjects.
- Cultivating students' exposure to and utilization of academic vocabulary within natural contexts, spanning listening, reading, speaking, and writing - fostering comprehensive vocabulary development for all learners.
- Infusing AVID WICOR strategies throughout every subject area, harnessing their proven effectiveness to enhance instructional outcomes comprehensively.

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.

Data Review Process:

At the onset of the academic year, the leadership team will engage in collaborative sessions with teachers to analyze prior year data, encompassing the entire student body and distinct subgroups. Ongoing data analysis will involve scrutinizing data metrics derived from mini lessons and common assessments, thereby facilitating effective progress monitoring. Monthly data chats between the leadership team and teachers will serve as a platform for informed discussions based on these insights.

For a more targeted approach, teachers will engage in monthly data chats with SWD students, centering on unit assessments. Additionally, regular quarterly meetings with all students will be conducted to comprehensively review the quarterly test outcomes.

The administration will play an active role by reviewing data chat documentation on a monthly basis. This collaborative data analysis approach will serve as a dynamic feedback loop, allowing for adaptive strategies and timely interventions to enhance student learning outcomes.

Person Responsible: Kisha Jarrett (jarrettk@gcpsmail.com)

By When: Ongoing

Instructional Observations:

To ensure the seamless integration of professional development and planning outcomes, the leadership team will conduct regular classroom walk-throughs on a weekly basis during the designated block. This proactive approach allows us to closely monitor the effective implementation of strategies and gauge the alignment with desired goals.

Following each walk-through, the leadership team will provide constructive feedback to teachers, fostering a culture of continuous improvement. This insightful feedback will also guide the identification of coaching needs, where data metrics and classroom observations converge to offer valuable insights.

The data gleaned from these observations, both qualitative and quantitative, will inform future instructional practices. By analyzing this comprehensive data, we can identify areas of strength and opportunities for enhancement. This iterative process ensures that our teaching strategies remain dynamic and responsive to the evolving needs of our students.

Person Responsible: Kisha Jarrett (jarrettk@gcpsmail.com)

By When: Ongoing

Coaching Enrichment:

Our commitment to professional growth extends to personalized coaching, tailored to teachers' needs and driven by both qualitative and quantitative data insights. This targeted coaching will concentrate on refining content knowledge, optimizing lab integration, enhancing writing skills, and nurturing effective student discourse.

To ensure its efficacy, the coaching process will be meticulously overseen by the School Leadership Team. This dedicated oversight will guide the evolution of an ongoing coaching cycle, facilitating a continuous loop of improvement and refinement.

By harnessing the power of data-informed coaching, we empower our educators to thrive and provide an enriched learning experience for our students. Your support in this endeavor is truly appreciated.

Person Responsible: Kisha Jarrett (jarrettk@gcpsmail.com)

By When: Ongoing

Use and monitor data through Benchmark-Aligned Supplemental:

IXL is an interactive online learning platform that offers a wide range of exercises spanning various subjects and grade levels. It provides personalized practice opportunities to reinforce and master key concepts.

DreamBox is an adaptive learning platform designed to cater to individual student needs. With its focus on mathematics and reading, DreamBox provides adaptive lessons that adjust difficulty levels based on each student's performance.

Quizziz is an engaging quiz platform that gamifies the learning experience. Teachers can create and assign quizzes aligned with benchmarks, allowing students to test their knowledge in an interactive and enjoyable format.

Flocabulary:

Flocabulary leverages the power of music and rhythm to deliver educational content. Flocabulary covers a spectrum of subjects while enhancing students' retention and comprehension.

Measuring Up:

Measuring Up offers targeted practice and assessment materials aligned with state standards. With a focus on critical thinking and problem-solving.

Person Responsible: Kisha Jarrett (jarrettk@gcpsmail.com)

By When: Ongoing

Additional monitoring Tools through Benchmark-Aligned Supplemental:

Everglades Math books (4th-8th grades) supplemental math books to support tier 2 and Tier 3 intervention time.

Headphones to Support F.A.S.T practice/testing and online practice

Hands to mind STEM Bins Essential Kit, Set of 12 STEM Bins 15 X 169.99

Hands 2 Mind Learn to Teach Math with Manipulatives, Grades6-9 15 X \$99.00

Supplemental Writing workbooks - Top Score Writing (Curriculum Print & Digital \$625.00 X 5=\$3,125 + (Student passages & Activity book \$ 40.00 X 200 8,000)=\$11,125.00 + shipping 10%=\$112.50=\$12,237.50

Imagine Learning(Language and Literacy component) supplemental online math program to support Tier 2 and Tier 3 intervention time (75 ELL Students x 75.00 per License)

Professional Development 2x for Dreambox Math program

Professional Development 2x for Dreambox Reading Plus Program

Online Training: Flocabulary (1time)

Person Responsible: Kisha Jarrett (jarrettk@gcpsmail.com)

By When: On going

Professional Development

Professional Development 3 sessions X \$750.00 for Top Score Writing Program

Professional Development 2x @750.00

Math Specialist:

Salary to support teachers and student B.E.S.T. Math Standards implementation through onsite and virtual support modeling, coaching, data analysis (\$60,000) year divided by 4 schools = \$\$15,000

Benefits: Retirement for math specialists ($\$80,000 \times 10\%/4 = \$1,500$)

Benefits: FICA for math specialist ($\$60,000 \times 7.65\%/4 = \1147.50)

Benefits: Group Insurance ($\$5,000/4 = \1250)

Benefits: Workers Comp ($\$60,000.00 \times 1.45\%/4 = \217.00)

Person Responsible: [no one identified]

By When:

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)).

The process of reviewing school improvement funding allocations and ensuring that resources are allocated based on needs is a meticulous and strategic endeavor that involves several key steps:

Data Analysis and Needs Assessment:

Begin by conducting a comprehensive analysis of academic, demographic, and performance data. Identify specific areas that require improvement and determine the needs of diverse student populations. This assessment forms the foundation for allocating resources where they can have the most impact.

Goal Setting and Prioritization:

Collaborate with school leadership, staff, and stakeholders to establish clear improvement goals. Prioritize these goals based on their potential to drive positive outcomes and bridge achievement gaps. Consider the urgency and significance of each goal to guide resource allocation decisions.

Resource Identification:

Identify available funding sources, including federal grants, district allocations, and external partnerships. Determine the scope of resources that can be allocated to support the identified improvement goals.

Strategic Planning and Resource Allocation:

Develop a strategic plan that outlines how resources will be allocated to address specific needs. Define clear strategies, initiatives, and programs that align with the identified goals. Ensure that the allocation of resources is well-distributed and directly linked to the areas of improvement.

Equity Considerations:

Prioritize equity by ensuring that resources are allocated to meet the unique needs of all student populations, including English language learners, students with disabilities, and marginalized groups. Avoid disparities and ensure that every student has access to the support they require.

Stakeholder Engagement:

Engage teachers, administrators, parents, community members, and other stakeholders in the resource allocation process. Gather input, feedback, and insights to inform decisions and ensure that a diverse range of perspectives is considered.

Transparent Communication:

Maintain transparent communication throughout the process. Clearly communicate the goals, strategies, and rationale for resource allocation to all stakeholders. Keep the school community informed about how funding decisions are being made and how they align with improvement efforts.

Implementation and Monitoring:

Implement the allocated resources according to the strategic plan. Monitor the progress of each initiative, collecting data to assess their effectiveness. Regularly review and adjust resource allocation strategies based on ongoing evaluation and feedback.

Continuous Improvement:

Embrace a culture of continuous improvement by regularly revisiting and refining resource allocation decisions. As new data and insights emerge, adapt the allocation strategies to ensure that resources remain aligned with evolving needs.

By following this systematic approach, we can ensure the improvement funding allocations are thoughtfully and strategically distributed to maximize our impact on student achievement and success.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically related to Reading/ELA

The data revealing that over 75% of students are not on grade level in ELA in Grades 4 and 5 suggests a significant need for improved reading proficiency. The data highlights a significant proficiency gap and learning challenges in ELA for Grades 4 and 5. To address these issues, the instructional focuses of Reading Comprehension Strategies for Grade 4 and Grade 5. This areas is identified as critical need as it directly address skills that are pivotal to literacy development and overall ELA achievement.

This entails teaching students a variety of strategies to enhance their understanding of texts. These strategies include making predictions, visualizing, making connections, summarizing, and asking

questions. Students will actively engage with texts through discussions, annotations, and guided practice.

By providing targeted instruction, students can develop essential competencies that enable them to engage more effectively with texts and express their understanding and insights more confidently. Impact on Student Learning: Reading comprehension strategies empower students to become more active and strategic readers. By using these techniques, students can extract meaning from texts, identify key information, and develop a deeper understanding of content. These strategies also promote critical thinking skills, enabling students to engage with texts on a more analytical level.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

N/A

Grades 3-5 Measurable Outcomes

Description: In Grades 4 and 5, the Area of Focus is Reading Comprehension Strategies. This encompasses the targeted implementation of instructional practices aimed at equipping students with a diverse range of strategies to enhance their reading comprehension. These strategies include making predictions, visualizing, making connections, summarizing, and asking questions. Students will actively engage with texts through structured discussions, annotations, and guided practice.

Measurable Outcomes: By the conclusion of the academic year, our primary objective is to witness a substantial increase in ELA proficiency. We are committed to elevating the initial 18% proficiency rate to 41% or higher on the 2023 FAST assessment for all Grade 4 and 5 students, encompassing all ESSA subgroups. This targeted improvement will extend to SWD, African American/Black, Economically Disadvantaged, English Language Learners (ELL), White, Multiracial, and Hispanic students.

Additional Measurable Outcome: As a secondary goal, we intend to observe a significant reduction in the achievement gap in proficiency between Students with Disabilities (SWD) and the overall student population. We are striving to decrease this gap by 50 percentage points, ensuring a more equitable distribution of proficiency levels.

Rationale: The initial ELA proficiency rate of 18% underscores the need for a comprehensive strategy to enhance reading comprehension skills. Concentrating on Reading Comprehension Strategies for Grades 4 and 5 directly addresses this concern by targeting a fundamental aspect of literacy. These strategies have been demonstrated to significantly improve reading comprehension across various student profiles. By fostering an inclusive approach and offering targeted support to specific subgroups, we are working towards bridging proficiency gaps and fostering a more equitable learning environment.

Overall Rationale: Our commitment to addressing reading comprehension through focused strategies for

Grades 4 and 5 is underpinned by measurable outcomes. Our objectives include elevating the ELA proficiency rate from 18% to 41% or higher for all students and subgroups, as well as decreasing the achievement gap in proficiency between SWD and overall students by 50 percentage points. Through these targeted instructional practices, we aim to not only enhance reading comprehension skills but also to create a more equitable and inclusive educational landscape for all students.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Monitoring Strategy: We employ a rigorous monitoring strategy to track and evaluate progress in our 4th and 5th grade reading comprehension initiative. This strategy utilizes data from the 2023 FAST assessment, iReady, Reading Plus, and Imagine Learning assessments, and Oral Reading Fluency (ORF) measurements. Regular monthly Professional Learning Communities (PLCs) are established for each grade group to thoroughly analyze the data and devise targeted intervention plans tailored to individual student needs.

Monitoring Process: The monitoring process is a systematic approach that guides our intervention efforts and ensures data-driven decision-making:

Data Collection: We collect data from various sources, including the 2023 FAST assessment, iReady, Reading Plus, and Imagine Learning assessments, and ORF measurements. These sources provide comprehensive insights into student performance and progress.

Monthly PLCs: Monthly PLCs are conducted for each grade group. During these collaborative sessions, teachers, instructional leaders, and support staff review the data to identify trends, challenges, and areas of improvement. The PLCs serve as platforms for informed discussions on student progress.

Intervention Levels: Based on the analysis of the 2023 FAST data, students are categorized into different intervention tiers:

Tier 3 Instruction: Students at level 1 on FAST and iReady assessments receive intensive Tier 3 instruction, targeted at addressing specific needs and challenges.

Tier 2 Instruction: Students at level 2 on the assessments receive Tier 2 instruction, tailored to their individual requirements.

Differentiated Small-Group Instruction: Students in levels 3-5 receive differentiated small-group instruction, catering to their diverse learning needs and levels of proficiency.

Coach-led Lessons: District and school-based reading coaches play a pivotal role in the monitoring process. They develop lessons based on data analysis, designing interventions that align with student needs. These targeted lessons intensify instruction to foster improved reading comprehension.

Principal Oversight: Lesson plans crafted by coaches are submitted to the principal. The principal's role is to oversee and ensure the alignment of these plans with overall goals and objectives.

Weekly Walkthroughs: Principals conduct weekly walkthroughs to observe the implementation of the lesson plans. This direct observation ensures that interventions are being executed effectively and that students' needs are being met.

Monitoring Outcome: Through this monitoring strategy, we aim to ensure that our interventions are data-driven, precise, and responsive to students' evolving needs. The close monitoring and collaboration enable us to make timely adjustments to interventions and instructional strategies, resulting in targeted improvements in 4th and 5th grade reading comprehension. By aligning our efforts with the collected data and continuously adapting our approach, we create an environment conducive to enhancing students' reading proficiency and narrowing proficiency gaps.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Jarrett, Kisha, jarrettk@gcpsmail.com

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

In our endeavor to improve 4th and 5th grade reading comprehension, we have adopted evidence-based practices that align with Florida's definition of evidence-based standards. These practices not only align with the district's K-12 Comprehensive Evidence-based Reading Plan but also closely adhere to Florida's B.E.S.T. ELA Standards, specifically targeting the six components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension.

Our selected evidence-based practices encompass:

Screening Assessments: To identify students who may need additional support, we employ evidence-based screening assessments such as the iReady Diagnostic, Reading Plus, and Imagine Learning (ELL) Assessment. This practice is aligned with the B.E.S.T. ELA Standards and aids in identifying students' individual needs.

Progress Monitoring: We utilize progress monitoring assessments, such as the Oral Reading Fluency (ORF) measurements, to track students' growth over time. This practice is supported by evidence-based research as outlined by the National Center on Intensive Intervention (NCII) in their guidelines for progress monitoring implementation.

Explicit and Systematic Instruction: Our Core Instruction (Tier 1) is informed by evidence-based principles. It provides explicit, systematic, and standards-aligned instruction, ensuring that students receive clear and structured content delivery. This practice aligns with the Florida Department of Education's focus on research-based, explicit instruction.

Small Group Differentiated Instruction: Our Supplemental Instruction/Intervention (Tier 2) is

characterized by small group instruction that is explicit, systematic, and teacher-led. This approach aligns with research-backed strategies for targeted intervention, as described in the NCII's resources on multi-tiered systems of support.

Intensive Individualized Instruction: For Intensive, Individualized Instruction/Intervention (Tier 3), we provide standards-aligned instruction that accommodates diverse student needs, including those with disabilities, IEPs, and English language learners. This practice aligns with evidence-based guidelines for individualized interventions provided by organizations such as the Institute of Education Sciences (IES).

Alignment with Florida's Definition:

The identified evidence-based practices meet Florida's definition of evidence-based as they align with research-backed principles and guidelines, demonstrating strong alignment with proven instructional strategies.

Alignment with District's Comprehensive Plan:

These evidence-based practices align seamlessly with the district's K-12 Comprehensive Evidence-based Reading Plan, reinforcing a coherent and consistent approach across all grade levels.

Alignment with B.E.S.T. ELA Standards:

The practices meticulously address the B.E.S.T. ELA Standards by focusing on the six components of reading, employing varied classroom assessments, and ensuring that Core, Supplemental, and Intensive Instruction are standards-aligned and inclusive of students with diverse needs.

In sum, our chosen evidence-based practices and programs not only meet Florida's criteria but are rooted in research and expert guidelines. By aligning with Florida's educational standards and district plans, we are creating a robust framework to elevate 4th and 5th grade reading comprehension and enhance student outcomes.

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

The adoption of evidence-based practices to enhance 4th and 5th grade reading comprehension is rooted in a compelling rationale supported by research and educational standards. The selected practices align with the specific needs identified within the FLDOE's RAISE initiative, striving to address the challenge of low reading comprehension proficiency among students. Let's delve into how these practices align with the identified need and demonstrate proven effectiveness for the target population.

Alignment with Identified Need:

The chosen evidence-based practices effectively target the need for improved reading comprehension proficiency among 4th and 5th grade students. The data from the 2023 FAST assessment underscored a notable gap in proficiency, affecting various subgroups. These practices directly address this need through personalized intervention tiers tailored to individual student requirements.

For instance, the implementation of screening assessments like the iReady Diagnostic, Reading Plus, and Imagine Learning (ELL) Assessment aligns perfectly with the need to identify students requiring additional support. These assessments provide a comprehensive view of individual strengths and areas requiring intervention, enabling educators to tailor instruction effectively.

Proven Record of Effectiveness:

Crucially, the evidence-based practices and programs selected have demonstrated a proven track record of effectiveness for the target population. Research studies and educational guidelines validate the efficacy of these practices in improving reading comprehension outcomes.

The use of progress monitoring assessments, as exemplified by Oral Reading Fluency (ORF) measurements, has been endorsed by entities like the National Center on Intensive Intervention (NCII). Such assessments are recognized for their ability to provide timely feedback on student growth, inform instructional adjustments, and ultimately lead to improved reading fluency and comprehension.

Explicit and systematic instruction, another cornerstone of the chosen approach, is supported by research emphasizing its positive impact on student learning outcomes. Educational studies highlight how explicit instruction models lead to enhanced comprehension and retention of reading content.

Small group differentiated instruction has been recognized as a powerful strategy to address diverse learning needs, including the population targeted in this initiative. Research literature consistently points to its efficacy in improving reading comprehension among students with varying proficiency levels.

Furthermore, the intensive individualized instruction component aligns with evidence-based guidelines for addressing diverse student needs. Research from the Institute of Education Sciences (IES) underscores the significance of individualized interventions in boosting comprehension skills for students with disabilities, IEPs, and English language learners.

In sum, the evidence-based practices and programs not only address the identified need for enhanced reading comprehension but also boast a robust history of effectiveness for the target population. These practices are rooted in research and endorsed by authoritative educational organizations, making them a compelling and well-founded choice to elevate 4th and 5th grade reading comprehension outcomes.

Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>Step 1: Implement Evidence-Based Screening Assessments</p> <p>Action: Administer evidence-based screening assessments such as the iReady Diagnostic Assessment to identify students requiring additional reading comprehension support. Citation: (iReady, 2021) - iReady Diagnostic Assessment is widely recognized for its validity and reliability in assessing students' reading skills and identifying areas of need.</p>	<p>Kitchen, Denesha, kitchenden@gcpsmail.com</p>
<p>Step 2: Design and Execute Progress Monitoring System</p> <p>Action: Develop a comprehensive progress monitoring system that includes Oral Reading Fluency (ORF) measurements to track students' reading fluency growth over time. Citation: (NCII, 2020) - The National Center on Intensive Intervention provides guidelines on the use of progress monitoring assessments, emphasizing its value in assessing students' response to instruction.</p>	<p>Kitchen, Denesha, kitchenden@gcpsmail.com</p>
<p>Step 3: Embed Explicit and Systematic Instruction in Core Curriculum</p> <p>Action: Incorporate explicit and systematic instruction principles into the Core Instruction (Tier 1), delivering clear and structured content aligned with the Florida Department of Education's emphasis on research-based, explicit instruction. Citation: (Archer & Hughes, 2011) - Archer and Hughes discuss the efficacy of explicit instruction in improving reading comprehension, citing its ability to provide clarity and structured learning experiences.</p>	<p>Kitchen, Denesha, kitchenden@gcpsmail.com</p>
<p>Step 4: Implement Small Group Differentiated Instruction</p> <p>Action: Integrate small group differentiated instruction in the Supplemental Instruction/Intervention (Tier 2), tailoring teacher-led sessions to address individual needs and gaps in learning. Citation: (Tomlinson, 2001) - Tomlinson's work on differentiated instruction underscores its potential to address diverse learning needs effectively and improve student outcomes.</p>	<p>Kitchen, Denesha, kitchenden@gcpsmail.com</p>
<p>Step 5: Develop Individualized Plans for Intensive Instruction</p> <p>Action: Create individualized plans for Intensive, Individualized Instruction/Intervention (Tier 3) that align with the Institute of Education Sciences (IES) guidelines for accommodating students with disabilities, IEPs, and English language learners. Citation: (IES, 2021) - IES provides guidance on individualized interventions, stressing the importance of tailored instruction to meet diverse student needs.</p>	<p>Moore, Stephanie, moores@gcpsmail.com</p>
<p>Step 6: Regular Data Analysis and PLCs</p> <p>Action: Establish monthly Professional Learning Communities (PLCs) for each grade group to analyze data from assessments and progress monitoring. Use these meetings to strategize interventions and track progress. Citation: (DuFour, Eaker, & DuFour, 2006) - DuFour, Eaker, and DuFour advocate for PLCs as platforms for collaborative data analysis and instructional planning, contributing to informed decision-making.</p>	<p>Kitchen, Denesha, kitchenden@gcpsmail.com</p>

Action Step Person Responsible for Monitoring

Step 7: Weekly Walkthroughs and Principal Oversight

Action: Conduct weekly walkthroughs to observe the implementation of evidence-based practices, ensuring alignment with the district's K-12 Comprehensive Evidence-based Reading Plan. Citation: (Marzano, 2003) - Marzano emphasizes the importance of consistent instructional supervision and feedback to ensure effective implementation of instructional strategies.

Jarrett, Kisha, jarrettk@gcpsmail.com

Step 8: Continuous Professional Development

Action: Offer ongoing professional development opportunities for educators to enhance their understanding of evidence-based practices and their implementation. Citation: (Guskey, 2002) - Guskey highlights the significance of continuous professional development in improving teacher effectiveness and student outcomes.

Kitchen, Denesha, kitchenden@gcpsmail.com

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.

James A. Shanks Middle School is committed to fostering transparent and effective communication with all stakeholders regarding our School Improvement Plan (SIP), Unified School Improvement Grant (UniSIG) budget, and School Wellness Plan (SWP). Our plan for dissemination ensures accessibility and clarity, catering to diverse audiences.

Written Documentation: The SIP, UniSIG budget, and SWP will be compiled into comprehensive written documents. These documents will be made available on our school's website, ensuring easy access for parents, guardians, and community members. To enhance understanding, we will provide explanations and summaries of key components in clear and concise language.

Parent and Community Meetings: Regular meetings will be organized to present the SIP, UniSIG budget, and SWP to parents and community members. These gatherings will offer an opportunity for direct interaction, Q&A sessions, and open discussions. We will prioritize providing information in a language accessible to all attendees, including translation services if needed.

Newsletters and Updates: Our school's newsletters and communication platforms will feature regular updates on the progress of

the SIP and UniSIG budget. These updates will highlight accomplishments, ongoing initiatives, and upcoming events related to our improvement efforts. The content will be presented in a reader-friendly format and distributed to all stakeholders.

School Advisory Council (SAC) Involvement:

The SAC, comprising parents, teachers, students, and community members, will actively participate in the dissemination process. They will play a pivotal role in reviewing, discussing, and sharing information about the SIP, UniSIG budget, and SWP. Their input will help ensure that communication strategies are inclusive and effective.

Social Media and Online Platforms:

Our school's social media channels and online platforms will be leveraged to share updates, milestones, and relevant information about our improvement initiatives. Visual aids, infographics, and videos will be used to enhance engagement and comprehension.

Parent-Teacher Conferences and Workshops:

During parent-teacher conferences and workshops, we will dedicate time to discussing the SIP, UniSIG budget, and SWP. This direct engagement allows parents to receive personalized information, ask questions, and engage in meaningful dialogue with educators.

Surveys and Feedback Mechanisms:

Surveys and feedback mechanisms will be implemented to gather input from stakeholders on the effectiveness of our dissemination methods. This feedback will guide adjustments to ensure that information reaches parents and community members in a manner that is easily understandable and valuable.

By implementing this comprehensive plan for dissemination, we are committed to ensuring that our SIP, UniSIG budget, and SWP are accessible, transparent, and presented in a manner that resonates with all members of our school community.

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))

James A. Shanks Middle School is dedicated to fostering strong, positive relationships with parents, families, and other community stakeholders. These relationships are integral to fulfilling our school's mission, supporting students' needs, and keeping parents well-informed of their child's progress. Our comprehensive approach to building these relationships includes the following strategies:

Open and Welcoming Environment:

We will create an open and welcoming atmosphere that encourages parents, families, and community stakeholders to actively engage with the school. Regularly scheduled events, such as back-to-school nights, open houses, and parent-teacher conferences, will provide opportunities for face-to-face interactions and meaningful conversations.

Effective Communication:

Clear and consistent communication is key to building positive relationships. We will use various communication channels, including newsletters, emails, phone calls, and social media, to keep parents informed about school events, important dates, and their child's academic progress.

Parent Engagement Workshops:

We will organize workshops and informational sessions that empower parents with tools and strategies to support their child's learning at home. Topics may include study techniques, effective communication with teachers, and understanding curriculum standards.

Parent-Teacher Collaboration:

Teachers will establish open lines of communication with parents through regular updates on classroom activities, assignments, and assessments. Parent-teacher conferences will provide an opportunity for in-depth discussions about each child's progress and areas for improvement.

Family Involvement in School Activities:

We will actively encourage parents and families to participate in school activities, such as volunteering, chaperoning field trips, and attending school performances. Their involvement will strengthen the sense of community and create a positive impact on students' educational experience.

Community Partnerships:

Collaborating with local businesses, organizations, and community leaders will extend our outreach efforts. By engaging community stakeholders, we can provide additional resources, mentorship opportunities, and real-world connections that enrich students' education.

Parent Advisory Council:

A Parent Advisory Council will be established to provide a platform for parents to share insights, concerns, and suggestions. This council will serve as a bridge between parents and school leadership, facilitating meaningful dialogue and action.

Digital Platforms for Progress Tracking:

Online platforms will enable parents to track their child's academic progress, assignments, and attendance. This digital transparency empowers parents to actively monitor their child's education and stay involved.

Cultural and Linguistic Sensitivity:

Recognizing the diverse backgrounds of our families, we will ensure that communication and engagement efforts are culturally sensitive and language accessible. Translation services and multicultural events will promote inclusivity.

By implementing these strategies, James A. Shanks Middle School is dedicated to building strong, collaborative relationships with parents, families, and community stakeholders. These relationships will play a pivotal role in fulfilling our school's mission, supporting student needs, and ensuring a thriving educational environment.

Webpage: <https://jasms.gadsdenschools.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))

At James A. Shanks Middle School, our commitment to academic excellence drives our strategic plan to strengthen the academic program, enhance learning time, and offer an enriched and accelerated curriculum. This approach aligns with our Area of Focus identified in Part II of the School Improvement Plan (SIP), as mandated by ESSA 1114(b)(7)(ii). Our multifaceted strategy includes the following key components:

Curriculum Enhancement:

We will collaborate with educators and curriculum specialists to review and refine our curriculum. By

aligning it with the latest standards and best practices, we will ensure that students have access to a comprehensive and rigorous academic program.

Enriched Learning Opportunities:

To foster deeper learning experiences, we will incorporate project-based learning, hands-on activities, and interdisciplinary approaches into our curriculum. These methods encourage critical thinking, problem-solving, and creativity, empowering students to apply their knowledge to real-world scenarios.

Acceleration and Differentiation:

We will implement strategies to differentiate instruction based on students' learning levels and needs. Advanced learners will have opportunities for acceleration, including advanced courses and enrichment programs that cater to their abilities and interests.

Extended Learning Time:

To increase the amount and quality of learning time, we will explore options for extended school hours, after-school programs, and summer enrichment activities. This extended time will provide students with additional opportunities for academic growth and exploration.

Data-Informed Instruction:

Our educators will analyze student performance data to identify areas of strength and areas in need of improvement. This data-driven approach will guide instructional decisions, enabling us to tailor our teaching methods to individual student needs.

Professional Development:

We will invest in ongoing professional development for teachers to equip them with the latest pedagogical techniques, technology integration, and strategies for accelerating student learning. This will ensure that educators are well-prepared to deliver a high-quality and enriched curriculum.

Parent and Community Engagement:

Collaborating with parents and community stakeholders, we will create a supportive environment that encourages academic excellence. Regular workshops, seminars, and resources will be provided to empower parents to actively engage in their child's education.

Partnerships and Resources:

Leveraging partnerships with local organizations, universities, and businesses, we will expand our resources and offer students access to specialized programs, mentors, and resources that enhance their learning experience.

By implementing these strategies, James A. Shanks Middle School is poised to elevate the academic program, increase learning time, and offer an enriched and accelerated curriculum. Through continuous improvement, collaboration, and a student-centered approach, we are committed to providing our students with the education they need to succeed in an ever-evolving world.

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))

N/A

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))

James A Shanks Middle School places a strong emphasis on holistic student development by providing a comprehensive array of support services beyond academic subject areas. In alignment with ESSA 1114(b)(7)(iii)(I), we have developed a multifaceted approach that ensures counseling, school-based mental health services, specialized support services, mentoring, and other strategies to enhance students' skills and well-being. Our commitment to fostering a nurturing and supportive environment includes the following components:

Counseling Services:

Our dedicated counseling team offers individual and group counseling sessions to address students' emotional, social, and behavioral needs. Through regular interactions, students receive guidance on conflict resolution, stress management, self-esteem building, and personal development.

School-Based Mental Health Services:

We collaborate with mental health professionals to provide on-site services that cater to students' emotional well-being. These services include individual therapy, crisis intervention, and workshops that promote mental health awareness and coping strategies.

Specialized Support Services:

Students with unique needs, including those with disabilities or learning differences, receive specialized support services tailored to their individual requirements. These services encompass personalized education plans, accommodations, and targeted interventions to ensure equal access to educational opportunities.

Mentoring Programs:

Our mentoring initiatives connect students with caring adult mentors who offer guidance, encouragement, and a supportive presence. These relationships foster positive role models and provide students with a safe space to discuss their aspirations and challenges.

Behavioral Interventions:

We implement evidence-based behavioral interventions that address problematic behaviors, promote positive conduct, and reinforce social skills. These interventions contribute to creating a conducive learning environment that nurtures respectful interactions and responsible behavior.

Peer Support Groups:

Peer-led support groups provide students with opportunities to connect, share experiences, and seek guidance from their peers. These groups focus on topics such as friendship building, conflict resolution, and personal growth.

Social-Emotional Learning (SEL) Curriculum:

An integrated SEL curriculum is woven into our educational approach, fostering emotional intelligence, empathy, self-awareness, and interpersonal skills. SEL helps students navigate their emotions, form positive relationships, and make responsible decisions.

Parent and Family Engagement:

Collaborating with parents and families, we provide resources, workshops, and seminars that equip them with tools to support their child's socio-emotional development. These engagements strengthen the

partnership between home and school.

Community Partnerships:

We leverage partnerships with community organizations, mental health agencies, and youth support networks to expand the range of available services and resources for our students.

Through these strategies, James A Shanks Middle School ensures a comprehensive support network that nurtures students' skills, well-being, and personal growth beyond academic subjects. By fostering a safe, inclusive, and caring environment, we are committed to preparing our students to succeed academically and thrive in all aspects of their lives.

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))

N/A

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).

At James A Shanks Middle School, we are dedicated to creating a positive and inclusive learning environment that supports all students in their socio-emotional development and behavioral well-being. In line with ESSA 1114(b)(7)(iii)(III) and coordinated with the Individuals with Disabilities Education Act (IDEA), we have implemented a comprehensive schoolwide tiered model to prevent and address problem behavior and provide early intervening services. This model ensures that every student receives the appropriate level of support to thrive academically, socially, and emotionally. Our approach includes the following key components:

Multi-Tiered System of Support (MTSS):

We have established a multi-tiered system of support that provides a continuum of interventions to address students' varying behavioral needs. This three-tiered approach includes:

Tier 1: Universal interventions designed to promote positive behavior and create a safe and supportive school climate for all students.

Tier 2: Targeted interventions for students at risk of engaging in problem behaviors. This includes small group interventions, social skills training, and behavior support plans.

Tier 3: Intensive interventions for students with significant behavioral challenges, involving individualized behavior intervention plans and specialized support services.

Early Intervening Services:

Our school employs a proactive approach to identify and address students' behavioral concerns at the earliest stages. This includes ongoing data collection and analysis to identify students who may benefit from additional support. Early intervening services are tailored to meet individual needs and may involve counseling, mentoring, skill-building workshops, and behavior interventions.

Collaboration and Coordination:

Our efforts are coordinated with activities and services under the Individuals with Disabilities Education Act (IDEA). We work closely with special education staff, administrators, counselors, and other relevant stakeholders to ensure seamless coordination of support services for students with disabilities.

Data-Informed Decision-Making:

Regular data collection and analysis guide our intervention strategies. We use behavioral data to identify

trends, monitor progress, and make informed decisions about the effectiveness of our interventions.

Professional Development:

Our educators receive ongoing professional development in behavior management strategies, positive behavior interventions, and the implementation of the tiered model. This ensures that teachers are equipped to effectively prevent and address problem behavior.

Family and Community Engagement:

We actively involve parents and families in our behavioral support efforts. Regular communication, workshops, and resources are provided to empower parents to reinforce positive behavior at home and collaborate with the school.

Continuous Improvement:

We regularly review and adjust our tiered model based on outcomes and feedback. This iterative process allows us to refine our strategies and ensure that students receive the best possible support.

By implementing a schoolwide tiered model and coordinating efforts with the Individuals with Disabilities Education Act (IDEA), James A Shanks Middle School is committed to promoting positive behavior, preventing problem behaviors, and providing early intervening services to ensure the success and well-being of all students.

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))

James A Shanks Middle School is dedicated to continuous improvement in instruction and data utilization, as well as enhancing our teacher recruitment and retention efforts in high need subjects. Aligned with ESSA 1114(b)(7)(iii)(IV), our comprehensive approach includes a range of professional learning activities and initiatives for teachers, paraprofessionals, and other school personnel. These efforts are designed to elevate instruction, enhance data-driven decision-making, and foster a supportive environment for effective educators. Our strategies include:

Data-Informed Instruction Workshops:

We will conduct regular workshops focusing on effectively using academic assessment data to inform instruction. These workshops will equip educators with strategies to analyze assessment results, identify areas of improvement, and tailor instructional approaches to meet students' individual needs.

Differentiated Instruction Training:

We will offer training sessions on differentiated instruction techniques to address diverse learning styles and abilities. This approach empowers teachers to adapt their teaching methods to reach all students effectively.

Technology Integration Workshops:

In alignment with data utilization, we will provide training on using educational technology tools to track and analyze student progress. This technology integration enhances data collection and supports evidence-based instructional decisions.

Subject-Specific Professional Development:

Our educators will engage in subject-specific workshops to enhance content knowledge, instructional strategies, and curriculum alignment. These sessions will contribute to elevating instruction in high need subjects.

Mentoring and Coaching Programs:

We will implement mentoring and coaching programs to provide ongoing support for new and experienced teachers. Mentor teachers will offer guidance, share best practices, and facilitate reflection to enhance instructional effectiveness.

Collaborative Learning Communities:

Teachers will participate in collaborative learning communities where they can share insights, discuss challenges, and collaborate on data analysis and instructional strategies.

Recruitment Initiatives:

To attract and retain effective teachers in high need subjects, we will develop targeted recruitment strategies. These efforts may include partnerships with local universities, recruitment fairs, and incentives for educators in critical areas.

Teacher Leadership Development:

We will identify and nurture teacher leaders who can serve as instructional coaches, curriculum developers, and mentors. This approach enhances peer-to-peer support and strengthens the overall instructional team.

Professional Growth Opportunities:

Teachers, paraprofessionals, and other staff members will have access to ongoing professional development opportunities that align with their individual career goals and areas of interest.

Family and Community Engagement:

We will involve parents, families, and the community in our professional learning initiatives through workshops, seminars, and collaborative partnerships that promote a shared commitment to student success.

By implementing these strategies, James A Shanks Middle School aims to improve instruction, data utilization, and teacher recruitment and retention efforts. These initiatives will contribute to a dynamic and supportive learning environment that empowers educators to excel and positively impacts student achievement.

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))

N/A

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: Positive Culture and Environment: Early Warning System				\$4,350.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	100	0211 - James A. Shanks Middle School	UniSIG	600.0	\$4,350.00
<i>Notes: Conscious Discipline - The safe place resources - Calming Center Kits, safe place poster sets, Managing Emotional Mayhem books</i>						

2	III.B.	Area of Focus: Instructional Practice: Collaborative Planning				\$97,044.65
Function	Object	Budget Focus	Funding Source	FTE	2023-24	
6300	100	0211 - James A. Shanks Middle School	UniSIG		\$70,000.00	
Notes: "Support benchmark-based instruction through instructional planning with the administration, BSI, and district content specialists. Planning will occur one hour a day, 2 days a week, 4 weeks per month, for 10 months. Planning will take place before or after the contract work day. (25 Teachers X 2 hour X 4 weeks X 10 months x 35.00)"						
5100	100	0211 - James A. Shanks Middle School	UniSIG		\$18,200.00	
Notes: Book Study Leadership Team & Planning for walk throughs using Is my school a better school because I lead it will improve teacher practices that produce increased student performance in achievement with a goal of 41% or higher achieving on grade level performance (level 3) on the FAST assessment. Leadership team professional development will occur one hour a day, 1 day a week, 4 weeks per month, for 10 months. Professional Development will take place after the contract work day. (16 staff. 3 admin =13 teachers X 1 hours X 4 weeks X 10 months x 35.00)						
6400	510	0211 - James A. Shanks Middle School	UniSIG		\$323.45	
Notes: Is my school a better school because I lead it by Baruti Kafee (16 books X 15.95) +20.00 shipping / \$303.20 +\$20.00=\$323.20 https://www.ascd.org/books/is-my-school-a-better-school-because-i-lead-it?variant=120013 Important Tax Exempt Info To process a transaction with a Purchase Order please send to member@ascd.org						
6400	510	0211 - James A. Shanks Middle School	UniSIG		\$1,555.50	
Notes: Planning and Teaching in the Standards-Based Classroom to support Observation and Feedback Book professional development and teacher coaching strategies.						
6300	220	0211 - James A. Shanks Middle School	UniSIG		\$5,355.00	
Notes: FICA (Planning X .0765) Teachers Instructional Planning						
5100	220	0211 - James A. Shanks Middle School	UniSIG		\$1,392.30	
Notes: FICA (Planning X .0765) Leadership Team Planning & Book Study						
5100	240	0211 - James A. Shanks Middle School	UniSIG		\$218.40	
Notes: "Worker's Compensation (Planning X .012)"						
3	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction				\$160,781.60
Function	Object	Budget Focus	Funding Source	FTE	2023-24	
5100	510	0211 - James A. Shanks Middle School	UniSIG	600.0	\$5,534.18	
Notes: School Specialty Science Supplies - Delta Discovery Kits, Exploration Kits (Physical, Life & Earth) and Sensory Bins https://www.schoolspecialty.com/						
5100	510	0211 - James A. Shanks Middle School	UniSIG		\$5,655.37	
Notes: Office Instructional Supplies to support instruction (Office Depot Order spiral notebooks, copy paper, card stock, color pencils, #2 pencils)						
5100	519	0211 - James A. Shanks Middle School	UniSIG		\$3,000.00	

		<i>Notes: Ink instructional supplies to support instruction (for the Color Poster Printer for Anchor Charts and Color Printer for individual data sheets)</i>		
5100	520	0211 - James A. Shanks Middle School	UniSIG	\$10,636.46
		<i>Notes: Everglades Math books (4th -8th grades), supplemental math books to support Tier 2 and Tier 3 intervention time</i>		
5100	519	0211 - James A. Shanks Middle School	UniSIG	\$5,273.40
		<i>Notes: Headphones to Support FAST Testing and online (Office Depot)</i>		
6400	100	0211 - James A. Shanks Middle School	UniSIG	\$11,000.00
		<i>Notes: Dream box learning Math Licenses (600 License), supplemental resource to support Tier 1 instruction. Students in the US averaged 1.58 grade levels of math growth. Used and found effective to increase student data in Pinellas County Schools (PCS).</i>		
6400	100	0211 - James A. Shanks Middle School	UniSIG	\$20,000.00
		<i>Notes: Dream box Reading Plus Licenses (600 Licences) supplemental resource to support Tier 1 instruction</i>		
6400	100	0211 - James A. Shanks Middle School	UniSIG	\$3,800.00
		<i>Notes: Flocabulary Plus 500 students x \$6.50 per student</i>		
5100	510	0211 - James A. Shanks Middle School	UniSIG	\$2,549.85
		<i>Notes: Hands to mind STEM Bins® Essential Kit, Set of 12 STEM Bins 15 x 169.99</i>		
5100	510	0211 - James A. Shanks Middle School	UniSIG	\$1,485.00
		<i>Notes: Hands 2 Mind Learn to Teach Math with Manipulatives, Grades 6-9 15 x \$99.00</i>		
5100	520	0211 - James A. Shanks Middle School	UniSIG	\$12,237.50
		<i>Notes: Supplemental Writing workbooks- Top Score Writing (Curriculum Print & Digital \$625.00 x 5=\$3,125)+(Student passages & Activity book \$40.00 x 200=8,000)=\$11,125.00 + Shipping 10% =1,112.50=\$12,237.50</i>		
6400	100	0211 - James A. Shanks Middle School	UniSIG	\$3,000.00
		<i>Notes: Quizziz</i>		
6400	100	0211 - James A. Shanks Middle School	UniSIG	\$14,605.84
		<i>Notes: Measuring up Supplemental resource (Science, Math, and Reading) to support Tier 2 and Tier 3 intervention time.</i>		
5100	369	0211 - James A. Shanks Middle School	UniSIG	\$33,739.50
		<i>Notes: Imgaine Learning (Language and Literacy component) supplemental online math program to support Tier 2 and Tier 3 intervention time. (75 ELL Students x75.00 per License)</i>		
6400	100	0211 - James A. Shanks Middle School	UniSIG	\$2,475.00
		<i>Notes: Professional Development 2x for Dreambox Math Program</i>		

6400	100	0211 - James A. Shanks Middle School	UniSIG		\$2,475.00
<i>Notes: Professional Development 2x for Dreambox Reading Plus Program</i>					
6400	100	0211 - James A. Shanks Middle School	UniSIG		\$450.00
<i>Notes: Online Training Flocabulary (1 time)</i>					
6400	100	0211 - James A. Shanks Middle School	UniSIG		\$2,250.00
<i>Notes: Professional Development 3 sessions x \$750.00 for Top Score Writing Program</i>					
6400	100	0211 - James A. Shanks Middle School	UniSIG		\$1,500.00
<i>Notes: Professional Development 2x @750.00</i>					
6400	130	0211 - James A. Shanks Middle School	UniSIG		\$15,000.00
<i>Notes: Salary. Math specialist to support teachers and students B.E.S.T. Math Standards implementation through onsite and virtual support, modeling, coaching, data analysis (\$60,000/year divided by 4 schools = \$15,000)</i>					
6400	120	0211 - James A. Shanks Middle School	UniSIG		\$1,500.00
<i>Notes: Benefits. Retirement for math specialists (\$60000 x 10%/4 = \$1,500)</i>					
6400	220	0211 - James A. Shanks Middle School	UniSIG		\$1,147.50
<i>Notes: Benefits. FICA for math specialist (\$60,000 x 7.65%/4) = \$1147.50</i>					
6400	230	0211 - James A. Shanks Middle School	UniSIG		\$1,250.00
<i>Notes: Benefits. Group Insurance (\$5000/4 = \$1250)</i>					
6400	240	0211 - James A. Shanks Middle School	UniSIG		\$217.00
<i>Notes: Benefits. Workers Comp (\$60,000 x 1.45%/4 = \$217.50)</i>					
		0211 - James A. Shanks Middle School			\$0.00
Total:					\$262,176.25

Budget Approval

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

No