

Gadsden County Schools

JAMES A. SHANKS MIDDLE SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

B. School Leadership Team

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Camry S. Floyd

Position Title

Principal

Job Duties and Responsibilities

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

Leadership Team Member #2

Employee's Name

Shereka Hutley

Position Title

Teacher on Special Assignment

Job Duties and Responsibilities

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

Leadership Team Member #3

Employee's Name

Nahketah Kirkland

Position Title

Reading Coach

Job Duties and Responsibilities

- Support ELA Instruction

Leadership Team Member #4

Employee's Name

Shirley Commodore

Position Title

Math Coach

Job Duties and Responsibilities

Support Mathematics Instruction

Leadership Team Member #5

Employee's Name

Dr. Marvin Thomas

Position Title

Teacher on Special Assignment

Job Duties and Responsibilities

- Manage Logistics
- Support Safety Adherence
- Manage Student Supervision

Leadership Team Member #6

Employee's Name

Sophia Grandison

Position Title

Guidance Counselor

Job Duties and Responsibilities

- Student Support Services
- Manage MTSS
- Manage Community Partnerships
- Serve as Parent Liaison

C. Stakeholder Involvement and Monitoring

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. (ESEA 1114(b)(2))

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

The School Advisory Council includes the school principal, faculty and staff, community members and business owners. Stakeholders were invited to the school's Open House and have the opportunity to sign up to visit the school at scheduled times during the school year. The stakeholders were contacted before the start of the school year, and meetings were arranged to gather feedback to aid in the development of the school improvement plan.

Stakeholder meetings are also arranged at the conclusion of each grading period to allow for continuous improvement and feedback.

SIP Monitoring

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

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

The students with the greatest achievement gap are the current 5th and 6th Grade students. The ELA proficiency for both groups on the 2023-2024 FAST Administration was 9%.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION 4-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	97.9%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	CSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL)* BLACK/AFRICAN AMERICAN STUDENTS (BLK)* HISPANIC STUDENTS (HSP) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)*
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: D 2022-23: * 2021-22: D 2020-21: 2019-20: C

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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 school days					37	24	55	68	69	253
One or more suspensions					28	16	59	53	67	223
Course failure in English Language Arts (ELA)					27	0	1	8	3	39
Course failure in Math					25	0	0	2	3	30
Level 1 on statewide ELA assessment					54	43	69	55	67	288
Level 1 on statewide Math assessment					48	43	58	47	51	247
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)					1					1

Current Year 2024-25

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					52	26	68	69	72	287

Current Year 2024-25

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

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year					1	0	0	0	1	2
Students retained two or more times					1	2	2	9	19	33

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days					35	27	58	64	64	248
One or more suspensions					6	20	52	73	62	213
Course failure in ELA					35	2	3	15	2	57
Course failure in Math					29	1	1	2	4	37
Level 1 on statewide ELA assessment					36	36	87	70	69	298
Level 1 on statewide Math assessment					8	24	80	76	71	259
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators					42	27	73	87	75	304

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year					2	1	1	1	2	7
Students retained two or more times					1	6	12	12	14	45

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	18	32	58	23	32	53	23	33	55
ELA Grade 3 Achievement **		45	59		47	56			
ELA Learning Gains	38	46	59				36		
ELA Learning Gains Lowest 25%	48	49	54				37		
Math Achievement *	27	37	59	28	33	55	23	39	42
Math Learning Gains	48	50	61				38		
Math Learning Gains Lowest 25%	55	55	56				42		
Science Achievement *	15	21	54	10	20	52	19	33	54
Social Studies Achievement *	37	45	72	34	38	68	64	43	59
Graduation Rate		63	71		70	74		27	50
Middle School Acceleration	45	48	71	71	56	70	79	46	51
College and Career Readiness		89	54		69	53		58	70
ELP Progress	55	57	59	38	50	55	33	59	70

*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 (FPP) than in school grades calculation.

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	39%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the FPPI	386
Total Components for the FPPI	10
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
39%	38%	39%	30%		47%	35%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%
Students With Disabilities	32%	Yes	3	
English Language Learners	40%	Yes	3	
Black/African American Students	35%	Yes	2	
Hispanic Students	41%	No		
Economically Disadvantaged Students	39%	Yes	3	

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	25%	Yes	2	1
English Language Learners	38%	Yes	2	

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Black/African American Students	30%	Yes	1	1
Hispanic Students	40%	Yes	2	
Multiracial Students	35%	Yes	1	
White Students	40%	Yes	1	
Economically Disadvantaged Students	37%	Yes	2	

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%
Students With Disabilities	35%	Yes	1	
English Language Learners	33%	Yes	1	
Native American Students				

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%
Asian Students				
Black/African American Students	41%	No		
Hispanic Students	37%	Yes	1	
Multiracial Students				
Pacific Islander Students				
White Students	41%	No		
Economically Disadvantaged Students	38%	Yes	1	

D. Accountability Components by Subgroup

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

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

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

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	23%		36%	37%	23%	38%	42%	19%	64%	79%			33%
Students With Disabilities	26%		35%	31%	24%	37%	37%	26%	60%				
English Language Learners	18%		30%	36%	26%	34%	44%	15%					33%
Native American Students													
Asian Students													
Black/African American Students	23%		38%	35%	22%	39%	41%	20%	63%	85%			
Hispanic Students	20%		28%	33%	27%	38%	45%	16%	62%	71%			32%
Multiracial Students													
Pacific Islander Students													
White Students	40%		64%		13%	45%							
Economically Disadvantaged Students	22%		36%	38%	23%	38%	43%	20%	62%	78%			23%

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

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

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

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	4	9%	28%	-19%	53%	-44%
Ela	5	9%	22%	-13%	55%	-46%
Ela	6	15%	27%	-12%	54%	-39%
Ela	7	24%	31%	-7%	50%	-26%
Ela	8	25%	33%	-8%	51%	-26%
Math	4	20%	33%	-13%	58%	-38%
Math	5	9%	28%	-19%	56%	-47%
Math	6	10%	28%	-18%	56%	-46%
Math	7	33%	40%	-7%	47%	-14%
Math	8	43%	40%	3%	54%	-11%
Science	5	11%	16%	-5%	53%	-42%
Science	8	18%	12%	6%	45%	-27%
Civics		39%	46%	-7%	67%	-28%
Algebra		79%	26%	53%	50%	29%

III. Planning for Improvement

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

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

Most Improvement

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

Algebra I is the data component that showed the highest levels of improvement. It is likely that the targeted selection for students who would be permitted to take this course resulted in the raised proficiency.

Lowest Performance

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

ELA is the data component that showed the lowest levels of performance. It is likely that the targeted selection of students who displayed the lowest performance in ELA was due to the teachers not teaching in field.

Greatest Decline

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

The data component that showed the greatest decline from the prior year was ELA. The factor that contributed to this great decline was lack of intentional progress monitoring of the intensive level students.

Greatest Gap

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

ELA is the data component that had the great gap when compared to the state average. The factors that contributed to this gap was lack of aggressive progress monitoring and teachers who were teaching out of field.

EWS Areas of Concern

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

After further reflection the two potential areas of concern are science and ELA.

Highest Priorities

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

Highest Priorities for school improving ent for this upcoming school year are

1. Improving ELA proficiency in 5th and 6th grade.
2. ELA proficiency in 7th and 8th grade.
3. In-depth progress monitoring for ELA
4. Intense targeted PLC's for ELA instructors
5. Sustain the students proficiency improvement in Algebra 1

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

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

Area of Focus #1

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

Graduation/Acceleration specifically relating to Acceleration

Area of Focus Description and Rationale

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

Students who exhibited proficiency in Reading and Mathematics in the 22-23 school year will have the opportunity to participate in accelerated 8th grade courses. JASMS will offer Algebra 1, Biology and CTE courses, which provide the opportunity for high school credit, and promote the ascension of the overall school grade. Though the majority of students are underperforming, it is critical that proficient students have such opportunities to extend their academic experience.

Measurable Outcome

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

8th Grade Acceleration

Biology was not offered in the 22-23 school year, so there is no comparative data for this indicator. There are 16 CTE certified students from the 22-23 school year. 60 Students will be enrolled this year.

Last year's Algebra 1 Proficiency was 78%. Students were selected for participation using this same model.

Monitoring

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

Mr. Pace, the CTE Instructor, Manages CTE Assessment Administration. Students will be permitted to attempt certification in December 2024 and March 2025.

Benchmark assessments will be developed for Biology, and will be administered following standard-based instruction. A summative assessment will be administered via the Performance Matters platform in December 2024 and March 2025.

Person responsible for monitoring outcome

Camry S. Floyd - Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Students who are enrolled in the acceleration courses will participate in an in-school study hall throughout the year. During this extended school day, the students will receive individualized instruction from highly qualified teachers, and will have the opportunity to strengthen their skills in the acceleration areas.

Rationale:

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

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Description of Intervention #2:

The Extended School Day will operate throughout the school year and is built into the student schedule. Students will work with teachers in a small-group setting and receive support in their areas of weakness as identified by the interim assessments.

Rationale:

Students will have assigned periods during the school day to interact with the material for the Biology EOC and the CTE Assessments. In the event that they are not proficient in a core area, they will still have the opportunity to participate in the extended school day program.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Identify 8th Grade Students who are eligible to Accelerate

Person Monitoring:

Camry S. Floyd

By When/Frequency:

August 19th

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

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

Action Step #2

Create Interim Assessments for Algebra and Biology

Person Monitoring:

Camry S. Floyd

By When/Frequency:

October 2024

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

District instructional specialists and the Reading and Math Coaches will assist in developing benchmark assessments using the Performance Matters Platform. This will allow for the disaggregation of data and the containment of progress monitoring in one platform.

Area of Focus #2

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

Instructional Practice specifically relating to Intervention

Area of Focus Description and Rationale

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

Economically Disadvantaged Students are consistently lower-performing than their counterparts. The large majority of our students are underperforming in the core areas (ELA and Math), they require additional support outside the realm of the regular school day.

Measurable Outcome

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

4th Grade ELA Proficiency 9%

4th Grade Math Proficiency 20%

5th Grade ELA Proficiency 9%

5th Grade Math Proficiency 9%

6th Grade ELA Proficiency 15%

6th Grade Math Proficiency 10%

7th Grade ELA Proficiency 24%

7th Grade Math Proficiency 33%

8th Grade ELA Proficiency 25%

8th Grade Math Proficiency 43%

The goal for proficiency across the district is 60%. The extended school day will serve as a time for students to receive individualized instruction to support proficiency and learning gains.

Monitoring

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

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

Person responsible for monitoring outcome

Camry S. Floyd

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Identify Students to Participate in Extended School Day

Person Monitoring:

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

By When/Frequency:

September 2024

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

The ELA Coach and Math Coach will review the FAST Data from 2024 and identify students who would benefit from the extended school day. Following PM1, students will be grouped based on proximity to growth target and proximity to proficiency, and recommended for participation in the Extended School Day program. Parents will receive letters of invitation, and individual phone calls

outlining the importance of participation.

Action Step #2

Identify Supplemental Programs

Person Monitoring:

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

By When/Frequency:

September 2024

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

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

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

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

Most of the students at JASMS are identified as Economically Disadvantaged.

The development of unified prescriptive discipline plan, PBIS plan, and supervision plan for the entire campus is necessary to ensure a safe learning environment and to promote a positive school culture. Students are allowed on campus beginning at 7:30 am, and vigilant supervision is required to ensure that they are appropriately monitored and directed within the confines of the adopted schoolwide norms.

Measurable Outcome

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

Last year, there were a total of 178 referrals written at JASMS and 6 students were referred to alternative programs. Our goal is to reduce the number of discipline incidents by increasing supervision and implementing uniform behavior and incentive programs. The total number of referrals will be reduced to 75 at the end of the 2024-2025 school year.

Monitoring

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

A Classroom Behavior Management protocol has been designed to ensure that all teachers follow the

same steps when providing correction and discipline to students. Schoolwide rules, routines and procedures are in place to ensure that expectations are the same throughout campus.

A referral report will be printed at the end of each quarter to ensure that no more than 20 referrals are processed per quarter.

Person responsible for monitoring outcome

Shereka Hutley (Teacher on Special Assignment)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Prescriptive Discipline Plan/Schoolwide Expectations and Incentives The prescriptive discipline plan arranges infractions in categories based on severity, combining the information in the Student Code of Conduct and the SESIR guidelines. This plan outlines the consequences for each infraction so that there is no ambiguity when it comes to developing appropriate responses.

Rationale:

The students, parents, faculty and staff have expressed the necessity for continuity and support when it comes to managing discipline. This stepwise universal process allows for all stakeholders to have a robust understanding of the expectations. The prescriptive plan also includes intervention for individual students (counseling, parent conferences) who may require more support than others.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

Action Step #1

Train Teachers/Students in Discipline Plan and Restorative Justice

Person Monitoring:

Shereka Hutley

By When/Frequency:

August 2024

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

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

Action Step #2

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

Person Monitoring:

Shereka Hutley (Teacher on Special Assignment)

By When/Frequency:

August 2024

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

step:

Faculty and Staff have been assigned to posts to support smooth transitions and limit incidents between class times

Action Step #3

PBIS Implementation to Influence School Culture and Climate

Person Monitoring:

Shereka Hutley (Teacher on Special Assignment)

By When/Frequency:

September 2024

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

UNISIG Funding will be utilized to provide real world experiences to allow students to practice appropriate interactions with peers and others outside of the regular school setting.

Action Step #4

Faculty, Staff, Student Safety Unification and Identification

Person Monitoring:

Shereka Hutley (Teacher on Special Assignment)

By When/Frequency:

September 2024

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

Faculty, Staff, and Students will be assigned identifying attire to be worn during special events to ensure identifiability, uniformity, and safety.

Area of Focus #2

Other

Area of Focus Description and Rationale

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

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

Measurable Outcome

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

By the end of Q3, 75% of parents will have visited the campus twice, to include 1 parent conference with a teacher from the assigned teaching team.

By the end of Q3, 90% of parents will be connected to the school's mass communication tool (Remind).

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

Monitoring

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

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

Person responsible for monitoring outcome

Sophia Grandison (Guidance Counselor)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

- Two-Way Communication - Parent Workshops and Training - Family Literacy Programs - Volunteer Opportunities - Home-School Learning Connections - Regular Feedback on Student Progress - Attendance and Academic Conferences per quarter These interventions will be facilitated, by assigned grade level team leaders in conjunction with the Guidance Counselor, Mrs. Sophia Grandison. Materials, Supplies, books, and tools will be purchased using UNISIG funding, and team leaders will also be compensated from UNISIG.

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:**Action Step #1**

Invitation of Parents and Community Partners - Official Call to Action

Person Monitoring:

Camry S. Floyd

By When/Frequency:

August 2024

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

Parents and Community Representatives will be called to specific action in August and assigned students to mentor and programs to operate at each grade level. The principal will aid in the facilitation of mentorship relationships and programming logistics on campus during the school day. Students with significant attendance and behavior issues will be coupled and a 25% decline from 2024 to 2025 is the expected result.

Action Step #2

Purchase Remind School Account

Person Monitoring:

Camry S. Floyd

By When/Frequency:

September 2024

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

Ensure that quote provided to school district is received and returned to Remind with requested information and payment.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

The school's webpage is

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

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

The school's webpage is

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

Plans to Strengthen the Academic Program

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

As outlined in the Graduation/Acceleration Area of Focus and the Intervention Area of Focus, the school plans to build time into the school day for targeted intervention. In addition, students who show promise as it relates to proficiency will be required to participate in an extended school day program.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

The school has established partnerships to support school culture and extension activities for instruction with the following agencies:

Capital City Youth Services (Social-Emotional Learning)

University of Florida IFAS Center (STEM Extension Activities)

Florida Department of Health (Science Extension Activities, Tobacco Prevention, Health Support for Asthma)

Boys & Girls Club of the Big Bend (after school supplemental programs)

AMI Kids (After school vocational programs)

City of Quincy Parks and Recreation Department (athletic support)

Gadsden County Public Library System (Literacy Support)

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

All resources are vetted to ensure that they have the potential to influence the specific needs of the students at JASMS. A list of eligible resources is provided at the district level, and additional resources are vetted in collaboration with the district instructional specialists and Secondary Director.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

The resources to address the needs outlined in the Areas of Focus are as follows:

- iReady - Used to increase proficiency by providing individualized instruction based on diagnostic data)
- Measuring Up Curriculum - Used to provide standards practice following instruction (to increase proficiency in ELA and Math)
- Performance Matters Platform - Used to develop formative and summative assessments for EOC Courses (to increase the likelihood of acceleration success)
- Remind - Used to communicate with parents in real time (to decrease discipline incidents and encourage parent involvement)

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Areas of Focus	Graduation/Acceleration - Acceleration	5100/311	UNISIG	0.0	40,500.00
	<i>Contractual services. Retired educators, subject matter experts or college students to provide support to students beyond and during the regular school day (Up to 5 contractors x 3 hours/day x \$30/hour x 90 days)</i>				
Areas of Focus	Graduation/Acceleration - Acceleration	6400/120	UNISIG	0.0	70,000.00
	<i>Salaries. Stipends provided to teachers who participate in professional development activities beyond the school day. (Up to 40 teachers x 5 hours/week x 10 wks x \$35/hour</i>				
Areas of Focus	Instructional Practice - Intervention	5100/120	UNISIG	0.0	9,000.00
	<i>Salary. Provided to teachers serving as department or grade chairpersons, serving beyond the regular school day. (up to 6 teachers x \$1500)</i>				
Areas of Focus	Instructional Practice - Intervention	5100/210	UNISIG	0.0	900.00
	<i>Retirement. (\$9,000 x 10%)</i>				
Areas of Focus	Instructional Practice - Intervention	5100/120	UNISIG	0.0	42,000.00
	<i>Salary. Provided to teachers serving as beyond the school day instructors [before/after school]. Up to 10 teachers x 2 hours/day x 60 days x \$35/hour)</i>				
Areas of Focus	Instructional Practice - Intervention	5100/210	UNISIG	0.0	4,200.00
	<i>Retirement. (\$42,000 x 10%)</i>				
Areas of Focus	Instructional Practice - Intervention	7900/160	UNISIG	0.0	62,500.00
	<i>Drivers. Transportation for beyond the school day activities that support instruction (Up to 10 drivers x 2.5 hours/day x 100 days x \$25/hour)</i>				
Areas of Focus	Instructional Practice - Intervention	7900/460	UNISIG	0.0	20,000.00
	<i>Fuel for transportation (beyond the school day and field trips)</i>				
Areas of Focus	Graduation/Acceleration - Acceleration	6400/510	UNISIG	0.0	19,200.00
	<i>Materials and supplies for PLCs to support instruction (paper, pens, pencils, markers, cartidges post-it notes, chart paper, index cards, paper clips, office supplies, titles to support school improvement</i>				
Total	Areas of Focus				268,300.00
Positive Culture and Environment	Other	6110/311	UNISIG	0.0	10,000.00
	<i>Contractual services. Consultant to address student nonattendance, promote positive student/parent attitudes toward attendance (1 consultant x 4 hours/day x \$25/hour x 100 days)</i>				
Positive Culture and Environment	Other	7300/311	UNISIG	0.0	14,900.00
	<i>Contractual services. Consultant to serve as mentor to school principal, supporting school</i>				

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
	<i>improvement activities, providing guidance, modeling strategies and serving as a thought partner (1 consultant x \$14,900)</i>				
Positive Culture and Environment	Positive Behavior and Intervention System (PBIS)	5100/330	UNISIG	0.0	17,500.00
	<i>Entry fees and travel for student field trips to activities related to instruction (Academic Competitions (State Science Competition), College Tours (TSC, FAMU, FSU, UF), Academic Field Experiences (St. Augustine Aquarium, Appleton Museum of Art, Aunt Louise's Farm, IFAS Gadsden County) (5 field trips x \$3500 each - trip will depend on weather, all trips located on Florida's approved fieldtrip directory)</i>				
Positive Culture and Environment	Positive Behavior and Intervention System (PBIS)	5100/510	UNISIG	0.0	10,043.75
	<i>Signage for classroom environments to promote positive school culture, increase student attendance, support calming spaces and resiliency</i>				
Positive Culture and Environment	Other	5100/120	UNISIG	1.0	10,000.00
	<i>Salary. Provided for teacher on special assignment to support instruction, promote positive culture and facilitate improved resiliency with school environment (1 teacher x \$10,000)</i>				
Positive Culture and Environment	Other	6150/510	UNISIG	0.0	25,000.00
	<i>Materials and supplies for parent/community engagement meetings to support and promote student success (approved titles for building relationships, consumables for make and take workshops for at-home learning, paper, pens, markers)</i>				
Positive Culture and Environment	Other	6150/369	UNISIG	0.0	3,000.00
	<i>Remind Communication Platform to engage students, parents and community in order to support student successes</i>				
Total	Positive Culture and Environment				90,443.75
Plan Budget Total					358,743.75