

James A. Shanks Middle School



2014-15 School Improvement Plan

James A. Shanks Middle School

1400 W KING ST, Quincy, FL 32351

<http://www.gcps.k12.fl.us/>

School Demographics

School Type

Middle

Title I

Yes

Free/Reduced Price Lunch

58%

Alternative/ESE Center

No

Charter School

No

Minority

98%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	D	C	B

School Board Approval

This plan is pending approval by the Gadsden County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of James A. Shanks is to provide a safe, nurturing and productive environment in which to educate all students in order to become responsible life-long learners who possess skills, knowledge and self-confidence needed to become college and/or career ready.

Provide the school's vision statement

James A. Shanks will create a culture of excellence by providing a rigorous, relevant curriculum for the development of skills necessary for students to compete in a dynamic, global and multicultural society with high expectations of all stakeholders.

School Environment

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

At James A. Shanks Middle School opportunities are provided for the school to learn about students' cultures by organizing school activities and assemblies where students display their talents and wear their native attire. The school also purchases multi-cultural books and videos for our library, which are checked out by students and/or teachers for class discussions throughout the year. Teachers and students are afforded the opportunity to participate in field trips to see plays, art and performances at local universities and galleries to gain understanding and appreciation of different cultures. In addition, our core curriculum resources and daily assignments have cultural activities embedded in them to assist with teaching and learning about various cultures.

We strive daily to build positive relationships between teachers and students by setting high expectations and providing engaging experiences and activities to assist with accomplishing goals and performance tasks. Students are assigned to grade level teams where they are taught by the same core teachers, which promote a sense of family and belonging. In addition, opportunities are provided weekly for teachers and students to collaborate in a non-threatening environment for data chats and student/teacher conferences in order to monitor progress, set goals and enhance the learning process. In addition, teachers provide differentiated instruction based on individual needs and work with small groups to assist with mastery of skills. Teachers strive to collaborate with parents on a regular basis in an effort to bridge the gap between home and school wherein they can work together to promote student achievement.

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

James A. Shanks Middle School strives to create a safe and inviting environment by providing daily positive reinforcement through the recitation of our school's mission, vision and pride pledge. In addition, the signing of our school's alma mater helps to promote a sense of pride in the school and community. Daily reminders of student behavior and expectations are provided through our live morning broadcast. Classroom and school rules, policies and procedures are incorporated into the daily operations of the school to ensure safety of all and respect for self and others.

In addition, Parent-Student-Teacher Compacts were signed as a pledge to keep the school environment safe and respectful. Grade-level administrative chats are held throughout the year to assist with building a positive atmosphere where students can talk with the administration about school-related safety concerns. Administrators and guidance counselors meet with students

individually or in groups to discuss and resolve issues throughout the year. Appropriate supervision and security measures are provided before, during and after school to ensure the safety of all students. Video cameras are strategically placed to assist us with monitoring the campus at all times. The School Resource Officer (SRO), Barkley Security and the school administrative team work together to ensure that all students feel safe and respected. Providing our students with a safe learning environment is a non-negotiable at JASMS.

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

School-wide classroom expectations have been established for students to follow. In addition, school-wide policies and procedures are implemented to assist with organization, management and safety of the school. A Positive Behavior Support System is utilized to reward students with incentives and awards for adhering to established policies and procedures, demonstrating positive behavior and/or outstanding performance of a task or assignment. Teachers are provided opportunities for training in the areas of classroom management; effective use of curriculum resources; infusing technology across the curriculum; RTI and positive behavior support systems in order to minimize disruptive behavior and distractions and to keep students engaged in the learning process. In addition, administrators, academic coaches and ETO staff continuously monitor the fidelity of instruction, as well as student engagement during classroom walkthroughs, observations, administrative conferences and data chats.

Teachers utilize various interventions to modify deviant behavior in an effort to keep students in class and on task. During school level meetings (i.e. faculty meetings, grade-level team meetings, department meetings, leadership meetings, & RTI Meetings), behavior concerns are addressed and strategies are provided to assist teachers with effective management and placement of students. However, when rules and policies are not followed as expected, the school uses the District's Code of Conduct to aid in providing consequences.

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

The school provides counseling services to students through our guidance department. We also offer students additional opportunities for counseling through social workers and school psychologists as needed. Teachers and staff have been provided look-fors to ensure that the needs of the whole child are met with our guidance department serving as our lead resource. Teachers refer students for individual or small group counseling as need or requested by the student. In addition, whole group counseling through social studies classes is provided by our counselors and SRO throughout the year to assist with positive character development, drug awareness, and reducing acts of bullying and physical altercations.

The school provides opportunities for students to participate in clubs, sports, performing arts and academic competitions. Through their involvement in these activities, students receive mentoring, homework assistance, behavior modification strategies and progress monitoring from sponsors throughout the year.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

Using the district's Response to Intervention Plan as a guide, JASMS focuses on the following student indicators:

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions,
- Course failure in English Language Arts (ELA) or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

The Guidance Department teams with administration and faculty to ensure proper student placement and that these early warning signals are not only detected but addressed through appropriate interventions and differentiated instruction in a timely manner.

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	88	86	71	245
One or more suspensions	68	78	57	203
Course failure in ELA or Math	41	54	28	123
Level 1 on statewide assessment	56	100	92	248

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	56	72	18	146

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

We use individualized data chats with our low and struggling students on a bi-weekly basis in order to address current progress, strengths, weaknesses and to set academic goals where interventions and differentiated instruction is prescribed through strategies. We also provide each student with the opportunity to spend 50-100 minutes in the computer lab to work on the skills prescribed through i-Ready and Success Maker. The data is first shared in Progress Monitoring Meetings with the Assistant Principal of Curriculum and adjustments are made accordingly. Data meetings are held bi-weekly during faculty meetings to monitor and share progress towards meeting academic goals school-wide.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/57520>.

Description

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

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

JASMS encourages relationships with various community entities (i.e. Florida State University, Florida A & M University, Tallahassee Community College, local Federal/State law enforcement agencies; local retailers; churches) to ensure that resources are available to support school functions and student achievement. Representatives serve as teachers, mentors, tutors and trainers for students and staff. The school accepts interns from local universities and teachers serve as directing teachers to help with the graduating process of each intern.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Ellis, Juanita	Principal
Jones, Tisa	Assistant Principal
Commodore, Shirley	Instructional Coach
Peterson, Ronald	Assistant Principal
Combs, Eugenia	Instructional Coach
Gunn, Jeanne	Guidance Counselor
Ali, Rosita	Guidance Counselor
Bradley, Lorraine	Teacher, Career/Technical
Reynolds, Trenisha	Teacher, ESE
Mandela, Judith	Teacher, K-12
Martin, Charlene	Teacher, K-12
Lightfoot, Tomeka	Teacher, K-12
Scott, Tawanda	Teacher, K-12
Dennis, Hillary	Teacher, K-12
Jones, Shalandria	Teacher, ESE
Wells, Clarine	Paraprofessional
Hilton, Julia	Instructional Media
Cherry, Avondika	Other

Duties

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

Principal:

The principal provides leadership and direction for the school which is necessary in the development, implementation and evaluation of a comprehensive instructional program and support services. She also provides a common vision for the use of data-based decision making and uses current research, performance data, and feedback from students, teachers, parents and other stakeholders to make decisions related to improvement of instruction and student performance. She ensures that the school-based team implements programs and policies according to district, state and federal mandates. The principal is instrumental in providing leadership in the school improvement process and the implementation of the school improvement plan. In addition, the principal manages the school's budget and available resources to establish for a safe, nurturing learning environment to promote student development and academic success.

Assistant Principals:

The assistant principal assists 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 duties of the assistant principal also include, but are not limited to, assisting with the gathering, analyzing and interpreting data related to student performance, behavior and attendance. The assistant principal also assists with scheduling, student supervision and discipline and confers with students, parents and teachers to resolve problems and facilitate learning. In addition the AP works with teachers in developing professional development plans and coordinates school's in-service program.

JASMS Instructional Coaches:

Coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing resources on research-based curriculum, reliable assessments and effective intervention strategies; collaborate with district personnel to identify systematic patterns of student needs and recommend appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the collection of data and data analysis; participate in the design and delivery of professional development; and provide support for administering assessments and monitoring implementation of effective strategies and programs.

Guidance Counselors:

In addition to counseling and providing conflict resolution, positive behavior interventions and referrals, counselors collaborate with school social workers to link child-serving and community agencies to the school and families in an effort to support the child's academic, emotional, behavioral, and social success.

ESE Resource:

Participates in collection, interpretation, and analysis of student data; facilitates development of intervention plans; provides support for intervention with fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities to support address needs of students.

Media Specialist:

Manages media, technology and other resources necessary to increase effective teaching and learning; organize, inventory and update technology needed to store and display data; provide professional development and technical support to teachers and staff regarding data management and display; and assist with implementation of literacy-building initiatives.

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

The Leadership Team meets monthly to discuss progress monitoring data and the effectiveness of instruction in academic and social/emotional areas. In addition, the team monitors goals and expectations for instruction (Rigor, Relevance and Relationship) and the action plan for teaching and aligning benchmarks, as well as the implementation of research-based strategies across the curriculum. The team collaborates and makes decisions on the allocation of resources (funding and staffing), staff development needs and interventions/strategies for meeting the needs of struggling students. A monthly report is shared with the School Advisory Council (SAC) to monitor progress toward meeting School Improvement Plan (SIP) goals.

Federal, state, and local funds, services, and programs will be coordinated and integrated in the school through the following activities/services:

Title I, Part A

Title I Funds are allocated in order to:

1. Provide funding for resources and equipment to assist with skill development,
2. Provide parent trainings to support active engagement and partnership with JASMS.

Title II

Title II Funds are allocated in order to:

1. Provide teachers with training to enhance skills, knowledge, and abilities to increase student achievement and teacher preparedness,
2. Provide substitute teachers for individuals and subject area departments to enable them to attend staff development,
3. Provide Professional development sessions for teachers in RtI, FCIM, Skyward, writing, Performance Matters, reading endorsement, NG-CARpd, Acaletics, Science, ESOL and research-based strategies in using data to improve instruction.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Juanita Ellis	Principal
Janey Dupont-Butler	Business/Community
Bill Stinson	Business/Community
Fabiola Garcia	Business/Community
Rosita Ali	Teacher
Martha Beavers	Education Support Employee
Eugenia Combs	Teacher
Shirley Commodore	Teacher
Tawanda Scott	Teacher
Hilary Dennis	Teacher
Tomeka Lightfoot	Teacher
Christina Robinson	Parent
Coswellyn Woods	Parent
Keshondra Carroll	Parent
Chot'Sani Rogers	Parent
Latasha Dilworth-Porter	Parent
Mimi Robinson	Parent
Linda Oliver	Parent
Sandra Woods	Parent
Jose Mateo	Student
Jade Franklin	Student
Bridgett Franklin	Parent
Maria Mateo	Parent
Ashley Cook	Education Support Employee

Duties

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

Evaluation of last year's school improvement plan

Our School Advisory Council (SAC) used our student data to evaluate last year's plan. SAC determined the gaps in student achievement to determine where the school is, compared to where they wanted the school to be. Needs assessment is an ongoing process which is consistently tied to our mission and vision where our evaluation is based on long term goals. SAC used measurable goals based on test data with our low student performance, reviewed and identified goals, objectives and strategies for student achievement.

Development of this school improvement plan

The council's primary goals are to assist in developing our school's improvement plans for increasing achievement, as well as monitoring students' progress and initiatives for continued school improvement. At JASMS, the SAC guides most of the funds used for student incentives.

Preparation of the school's annual budget and plan

The School Advisory Council assists with budgeting school improvement funds, in order to have a plan prepared to present to the teachers, parents and students as it relates directly to school improvement. Due to the needs of JASMS, as a low performing school, some of the funds were appropriated specifically by the district to ensure monies were allocated according to the goals set by the district leadership team.

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

The School Advisory Council (SAC) provided guidance and leadership as an overseer of the allocated funds from the district. SAC offered mini-grants to teachers in order to support the school's goals and objectives. Recipients were determined on a case by case and as needed basis.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Combs, Eugenia	Instructional Coach
Ellis, Juanita	Principal
Hilton, Julia	Instructional Media
Commodore, Shirley	Instructional Coach
Lightfoot, Tomeka	Teacher, K-12
Scott, Tawanda	Teacher, K-12
Reynolds, Trenisha	Teacher, K-12
Jones, Tisa	Assistant Principal
Bradley, Lorraine	Teacher, K-12
Gunn, Jeanne	Guidance Counselor
Ali, Rosita	Guidance Counselor
Mandela, Judith	Teacher, K-12
Martin, Charlene	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The team will establish school-wide goals in each area and provide experiences that will promote the development of reading skills throughout the school year. To create a capacity for developing effective reading, writing and speaking skills across the curriculum, professional development will be held for special area and select teachers. On-going progress monitoring results will determine effectiveness of the initiative, as well as the need for possible interventions and re-evaluation of school and individual student goals. In addition, opportunities re provided for students to participate in

spelling bees, declaration contests, brain brawls, trocicana speaking contest and participate in the book fair.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

Positive working relationships among faculty serve an intregal role in the achievement level of our students. Wtih this in mind, JASMS offers teachers various opportunities to develop the necessary collaborative tools through:

- grade-level/subject-area teams with a common planning
- weekly faculty meetings
- content area in-services
- camaraderie-building exercises throughout the school year during faculty meetings
- teacher mentoring program
- team teaching
- grade-level interdisciplinary teams.

Use of these strategies will ensure school-wide success and positive working relationships.

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

Strategies for recruiting and retaining Highly-qualified teachers at JASMS include but are not limited to the following:

1. Networking with local colleges and universities to recruit new teachers.
2. Attending job fairs to recruit and hire new faculty members.
3. Advertising vacant positions on the "Teach in Florida" website to cast a wider net and gain more exposure.
4. Meeting throughout the school year with new teachers and beginning teachers, mentor teachers and administrators to foster professional relationships and to build learning communities.
5. Assigning veteran teachers to mentor and coach new teachers as a part of our Beginning Teachers Program.

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

Our school's teacher mentoring program includes the pairing of new teachers with veterans teachers who have years of successful teaching experience. The mentor teachers meet regularly with new teachers to collaborate on lesson plans, model effective strategies, analyze student data, provide feedback. Our teachers also participate in on-going professional development sessions throughout the school year, which focuses on areas of need as indicated by administration, mentor teachers, coaches and district ETO personnel.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

All materials and programs incorporated into instructional practices are aligned with the Florida Standards. The District's prescribed textbooks and companion resources are also aligned with LAFS and MAFS; furthermore, all online resources implemented also meet these requirements (i.e. - iReady, Ten Marks, My hrw, That Quiz, Success Maker and FCAT Explorer).

Instructional Strategies

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

Allowing the data to drive classroom instruction is important at JASMS. Student data is reviewed on a weekly basis within grade-level teams and then used to differentiate the instruction for all students, not just those struggling. Based on levels, students are assigned small group or i-Ready lessons to address specific and diverse needs of students. Administration and school staff monitor data weekly. Lesson modifications include, but are not limited to: small group instruction, cooperative learning groups, one-on-one teacher assistance and homework help (Level Up Tutorials) thorough the Florida Collections curriculum.

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

Strategy: After School Program

Minutes added to school year:

After school program for remediation and enrichment of skills to be assesses on the State Assessment

Strategy Rationale

An after school program will be provided during second semester to provide remediation of skills for struggling students and enrichment activities for accelerated learners.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Ellis, Juanita, ellisj@gcpsmail.com

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

Student data will be collected from technology-assisted programs and teacher-made assessments at the end of each week. It will be analyzed to determine level of skill mastery and to assist in the development of individual instructional plans. At least 75% of participants are expected to meet learning goals set by classroom teachers.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

In order to support incoming and outgoing students, at JASMS we review all records, including test scores and discipline reports to ensure the student is placed in the correct grade and at the appropriate level. We encourage our students to matriculate through middle school as a cohort, in order to establish relationships beneficial to academic growth and development as they enter high school. Subsequently, we measure the student's successes against the requirements by our district's to make an appropriate determination on course level placement - intensive, regular and/or advanced classes. We make the necessary adjustments on incoming students as well as the outgoing students in order create a smooth transition from elementary school to middle school and/or from middle school to high school.

College and Career Readiness

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

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

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

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To have at least 40% of our students score at or above proficiency in ELA on the Florida Standards Assessment as compared to other students statewide.

- G2.** To have 40% of students meeting or exceeding grade level proficiency in math to be in keeping with or above the state's required performance levels on the new FSA.

Strategic Goals Detail

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

G1. To have at least 40% of our students score at or above proficiency in ELA on the Florida Standards Assessment as compared to other students statewide. 1a

G055003

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	40.0

Resources Available to Support the Goal 2

- Florida Collections is used as the primary curriculum for reading and language arts classes.
- Florida Ready LAFS is used as a supplement to the reading and language arts curriculum.
- i-Ready is an online/audio supplemental resource used to enhance the prescribed curriculum and allows the students to receive differentiated instruction while utilizing keyboarding skills.
- Gmetrix is a technology software used to assist students in becoming industry certified specialist in Microsoft Office 2010.

Targeted Barriers to Achieving the Goal 3

- High absenteeism among teachers and staff members
- Lack of parental involvement

Plan to Monitor Progress Toward G1. 8

Sign-in sheets from all school-sponsored parent meetings and progress monitoring activities

Person Responsible

Juanita Ellis

Schedule

Every 2 Months, from 8/14/2014 to 5/29/2015

Evidence of Completion

Parental involvement log -- improved student preparation, attendance, and classroom behavior

G2. To have 40% of students meeting or exceeding grade level proficiency in math to be in keeping with or above the state's required performance levels on the new FSA. 1a

G054996

Targets Supported 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	40.0

Resources Available to Support the Goal 2

- Online resources including technology enabled textbook "Go Math"
- i-Ready online tutorial software
- Tenmarks online tutorial software
- That Quiz online assessment
- Acaletics
- Math department
- APC
- ETO

Targeted Barriers to Achieving the Goal 3

- Time constraints--Lack of opportunity to train staff and gain extended knowledge of the new Florida Math Standards

Plan to Monitor Progress Toward G2. 8

CWT, benchmark assessments to gage effectiveness of instruction

Person Responsible

Tisa Jones

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

CWT, progress monitoring, lesson plans, IPDP

Action Plan for Improvement

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

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. To have at least 40% of our students score at or above proficiency in ELA on the Florida Standards Assessment as compared to other students statewide. **1**

 G055003

G1.B2 High absenteeism among teachers and staff members **2**

 B138556

G1.B2.S1 The teachers and staff attendance is low and can be attributed to lack of commitment and work ethics, as well as personal and family health issues. **4**

 S150551

Strategy Rationale

Offering teachers and staff incentives for improved and/or perfect attendance

Action Step 1 **5**

Provide teacher/staff of the month awards, incentives and team competitions

Person Responsible

Juanita Ellis

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Teacher and staff sign-in sheets

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Monthly recognition of teachers, staff members, teams during faculty meetings and birthdays

Person Responsible

Juanita Ellis

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Sign-in sheets and receipts

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Improved teacher/staff attendance

Person Responsible

Juanita Ellis

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Sign-in sheets

G1.B6 Lack of parental involvement **2**

 B138560

G1.B6.S1 Provide Skyward Parent Portal access to all families. **4**

 S150552

Strategy Rationale

The Gadsden School District will provide free access to Skyward for all families to be able to monitor student's grades, attendance, discipline and assignments.

Action Step 1 **5**

Provide parents with Skyward Training

Person Responsible

Sherrie Taylor

Schedule

Semiannually, from 10/18/2014 to 5/29/2015

Evidence of Completion

Training schedule and sign-in sheets

Plan to Monitor Fidelity of Implementation of G1.B6.S1 **6**

Review parental Skyward usage reports

Person Responsible

Tisa Jones

Schedule

Monthly, from 11/18/2014 to 5/29/2015

Evidence of Completion

Monitor access and logins to the Skyward system.

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

Increased Parent/Teacher communication

Person Responsible

Tisa Jones

Schedule

Monthly, from 11/18/2014 to 5/29/2015

Evidence of Completion

Parent/Teacher communication log

G1.B6.S2 Continuously update teacher webpages to include focus calendars, daily assignments, and other pertinent information to parents. 4

 S150553

Strategy Rationale

Parents will have the ability to communicate frequently with their child's teachers through the school web page or Skyward.

Action Step 1 5

Improve Parental Involvement

Person Responsible

Juanita Ellis

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Parent sign-in logs from expos, volunteers, and school advisory council meetings.

Plan to Monitor Fidelity of Implementation of G1.B6.S2 6

Review parent sign-in logs

Person Responsible

Juanita Ellis

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Parent/volunteer sign-in sheets from school, expos, and school advisory council meetings

Plan to Monitor Effectiveness of Implementation of G1.B6.S2 7

Increased opportunities for parental participation

Person Responsible

Juanita Ellis

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Increased Parental involvement; improved student behavior and academic achievement

G2. To have 40% of students meeting or exceeding grade level proficiency in math to be in keeping with or above the state's required performance levels on the new FSA. 1

G054996

G2.B1 Time constraints--Lack of opportunity to train staff and gain extended knowledge of the new Florida Math Standards 2

B138538

G2.B1.S1 1) Administer pre and post-assessments and utilize performance task items to monitor progress throughout the year. 4

S150508

Strategy Rationale

To assess students' prior knowledge and evaluate their performance after delivery of instruction

Action Step 1 5

Ongoing professional development for teachers that focuses on best practices sustained through data-driven instruction.

Person Responsible

Tisa Jones

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

PD sign-in sheets, IPDP, progress monitoring

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Ongoing professional development for teachers that focuses on best practices sustained through data-driven instruction.

Person Responsible

Tisa Jones

Schedule

Every 2 Months, from 8/18/2014 to 5/29/2015

Evidence of Completion

PD Sign-insheets, IPDP, progress monitoring

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

CWT, observations, progress monitoring

Person Responsible

Tisa Jones

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Lesson Plans, Benchmark Assessments, portfolios, IPDP

G2.B1.S2 2) Provide specific feedback by strand and item analysis of assessments to students and parents on a continuous basis. 4

 S150509

Strategy Rationale

To make students and parents aware of skill deficiencies and provide differentiated instruction and assignments based on progress monitoring results

Action Step 1 5

Schedule professional development during planning periods & Tuesday's faculty meetings as needed.

Person Responsible

Tisa Jones

Schedule

Every 2 Months, from 8/18/2014 to 5/29/2015

Evidence of Completion

PD sessions, IPDP, sign-in sheets.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Ongoing Professional Development sessions - during Tuesday's faculty meeting and during teacher planning, as needed.

Person Responsible

Shirley Commodore

Schedule

Every 2 Months, from 8/18/2014 to 5/29/2015

Evidence of Completion

CWT, progress monitoring, Lesson Plans, IPDP

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Professional Development session during Tuesday's faculty meeting, as needed.

Person Responsible

Shirley Commodore

Schedule

Every 2 Months, from 8/18/2014 to 5/29/2015

Evidence of Completion

PD sessions sign-in sheets, IPDP

G2.B1.S3 3) Provide opportunities for student engagement and collaboration for peer-assisted learning in a whole or small group setting. 4

 S150510

Strategy Rationale

To ensure all students experience success with the new Florida standards by customizing and optimizing the learning environment

Action Step 1 5

Develop/implement MAFS lessons that differentiate mathematical instruction using Technology & Cooperative Learning. Implement vocabulary and reading strategies in mathematics and engage all students in performance-based learning, Increase intervention opportunities for corrective math instruction.

Person Responsible

Shirley Commodore

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

PDs and IPDP - progress monitoring

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

CWT & observations

Person Responsible

Juanita Ellis

Schedule

Daily, from 8/18/2014 to 5/29/2015

Evidence of Completion

Written feedback from CWT & observations

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

CWT & Observations

Person Responsible

Tisa Jones

Schedule

Daily, from 8/18/2014 to 5/29/2015

Evidence of Completion

Written Feedback from CWT & Observations.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1	Ongoing professional development for teachers that focuses on best practices sustained through data-driven instruction.	Jones, Tisa	8/18/2014	PD sign-in sheets, IPDP, progress monitoring	5/29/2015 weekly
G2.B1.S2.A1	Schedule professional development during planning periods & Tuesday's faculty meetings as needed.	Jones, Tisa	8/18/2014	PD sessions, IPDP, sign-in sheets.	5/29/2015 every-2-months
G2.B1.S3.A1	Develop/implement MAFS lessons that differentiate mathematical instruction using Technology & Cooperative Learning. Implement vocabulary and reading strategies in mathematics and engage all students in performance-based learning, Increase intervention opportunities for corrective math instruction.	Commodore, Shirley	8/18/2014	PDs and IPDP - progress monitoring	5/29/2015 monthly
G1.B6.S1.A1	Provide parents with Skyward Training	Taylor, Sherrie	10/18/2014	Training schedule and sign-in sheets	5/29/2015 semiannually
G1.B6.S2.A1	Improve Parental Involvement	Ellis, Juanita	8/18/2014	Parent sign-in logs from expos, volunteers, and school advisory council meetings.	5/29/2015 monthly
G1.B2.S1.A1	Provide teacher/staff of the month awards, incentives and team competitions	Ellis, Juanita	8/18/2014	Teacher and staff sign-in sheets	5/29/2015 monthly
G1.MA1	Sign-in sheets from all school-sponsored parent meetings and progress monitoring activities	Ellis, Juanita	8/14/2014	Parental involvement log -- improved student preparation, attendance, and classroom behavior	5/29/2015 every-2-months
G1.B2.S1.MA1	Improved teacher/staff attendance	Ellis, Juanita	8/18/2014	Sign-in sheets	5/29/2015 monthly
G1.B2.S1.MA1	Monthly recognition of teachers, staff members, teams during faculty meetings and birthdays	Ellis, Juanita	8/18/2014	Sign-in sheets and receipts	5/29/2015 monthly
G1.B6.S1.MA1	Increased Parent/Teacher communication	Jones, Tisa	11/18/2014	Parent/Teacher communication log	5/29/2015 monthly
G1.B6.S1.MA1	Review parental Skyward usage reports	Jones, Tisa	11/18/2014	Monitor access and logins to the Skyward system.	5/29/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B6.S2.MA1	Increased opportunities for parental participation	Ellis, Juanita	8/18/2014	Increased Parental involvement; improved student behavior and academic achievement	5/29/2015 monthly
G1.B6.S2.MA1	Review parent sign-in logs	Ellis, Juanita	8/18/2014	Parent/volunteer sign-in sheets from school, expos, and school advisory council meetings	5/29/2015 monthly
G2.MA1	CWT, benchmark assessments to gauge effectiveness of instruction	Jones, Tisa	8/18/2014	CWT, progress monitoring, lesson plans, IPDP	5/29/2015 weekly
G2.B1.S1.MA1	CWT, observations, progress monitoring	Jones, Tisa	8/18/2014	Lesson Plans, Benchmark Assessments, portfolios, IPDP	5/29/2015 weekly
G2.B1.S1.MA1	Ongoing professional development for teachers that focuses on best practices sustained through data-driven instruction.	Jones, Tisa	8/18/2014	PD Sign-in sheets, IPDP, progress monitoring	5/29/2015 every-2-months
G2.B1.S2.MA1	Professional Development session during Tuesday's faculty meeting, as needed.	Commodore, Shirley	8/18/2014	PD sessions sign-in sheets, IPDP	5/29/2015 every-2-months
G2.B1.S2.MA1	Ongoing Professional Development sessions - during Tuesday's faculty meeting and during teacher planning, as needed.	Commodore, Shirley	8/18/2014	CWT, progress monitoring, Lesson Plans, IPDP	5/29/2015 every-2-months
G2.B1.S3.MA1	CWT & Observations	Jones, Tisa	8/18/2014	Written Feedback from CWT & Observations.	5/29/2015 daily
G2.B1.S3.MA1	CWT & observations	Ellis, Juanita	8/18/2014	Written feedback from CWT & observations	5/29/2015 daily

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

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

G2. To have 40% of students meeting or exceeding grade level proficiency in math to be in keeping with or above the state's required performance levels on the new FSA.

G2.B1 Time constraints--Lack of opportunity to train staff and gain extended knowledge of the new Florida Math Standards

G2.B1.S1 1) Administer pre and post-assessments and utilize performance task items to monitor progress throughout the year.

PD Opportunity 1

Ongoing professional development for teachers that focuses on best practices sustained through data-driven instruction.

Facilitator

APC, Reading Coach, Teachers, ETO personnel

Participants

All teachers

Schedule

Weekly, from 8/18/2014 to 5/29/2015

G2.B1.S3 3) Provide opportunities for student engagement and collaboration for peer-assisted learning in a whole or small group setting.

PD Opportunity 1

Develop/implement MAFS lessons that differentiate mathematical instruction using Technology & Cooperative Learning. Implement vocabulary and reading strategies in mathematics and engage all students in performance-based learning, Increase intervention opportunities for corrective math instruction.

Facilitator

APC, Math Chair, Math Teachers

Participants

All Teachers

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0