

Gadsden County Schools

James A. Shanks Middle School



2016-17 Schoolwide Improvement Plan

James A. Shanks Middle School

1400 W KING ST, Quincy, FL 32351

www.gadsdenschools.org

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School 4-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	D*	D	F

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for James A. Shanks Middle School

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	Comprehensive Support & Improvement - Implementing Cycle 1 Dmt

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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.

b. 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.

c. 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.

d. 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.

3. Early Warning Systems

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

a. 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.

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	55	76	11	0	0	0	0	142
One or more suspensions	0	0	0	0	0	0	70	88	59	0	0	0	0	217
Course failure in ELA or Math	0	0	0	0	0	0	0	15	3	0	0	0	0	18
Level 1 on statewide assessment	0	0	0	0	0	0	47	58	59	0	0	0	0	164

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	56	72	18	0	0	0	0	146

c. 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 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 at least 50 minutes per day in the computer lab to work on the skills prescribed through i-Ready. 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.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Parent Involvement Goal #1: Our 2014-2015 goal is to increase parent involvement to 45%.

Anticipated Barrier(s): 1.1 Ability to keep parents involved due to outside scheduling and work issues.

Strategy: Connect with parents through phone calls, conferences, email, Skylert, local newspapers, backpack flyers and school website

Person or Position Responsible for Monitoring: Principal, APC, teachers, parent liaison and District Parent Services Coordinator

Process Used to Determine Effectiveness of Evaluation Tool: Parent Surveys and sign-in sheets

Anticipated Barrier(s) 1.2. Appropriate timing of meeting and parent functions

Strategy: Hold meetings and trainings such as: PTO, SAC, and Parent Nights all at 6:00 p.m. to accommodate parents' work schedules. In addition, community meetings, multicultural events and parent fairs will be scheduled during school hours and weekends in order to allow parents and students to share the experiences together.

Person or Position Responsible for Monitoring: School Administrators, Parent Liaison and Parent Services Coordinator

Process Used to Determine Effectiveness of Evaluation Tool: Parent surveys and sign-in sheets

2. 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; and health organizations) to ensure that resources are available to support school functions and student achievement. Representatives serve as teachers, mentors, tutors, counselors, and trainers for students, parents, and staff. In addition, the school provided practicum experiences and mentoring to interns from local universities, and teachers serve as directing teachers to help with the graduating process of each intern.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Ellis, Juanita	Principal
Peterson, Ronald	Assistant Principal
Gunn, Jeanne	School Counselor
Ali, Rosita	School Counselor
Lightfoot, Tomeka	Teacher, K-12
Scott, Tawanda	Teacher, K-12
Samson, Marilyn	Teacher, K-12
Jones, Shalandria	Teacher, ESE
Jackson, Hilda	Other
Tindall, Melinda	Teacher, ESE
Gonzalez, Charlotte	Teacher, K-12
Simmons-Russ, Catina	Teacher, K-12
Wright, Jo Lynda	Instructional Coach
Mandela, Judith	Teacher, K-12

b. Duties

1. 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.

2. 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 Rtl, FCIM, Skyward, process writing, Performance Matters, Florida Standards, i-Ready, reading endorsement, NG-CARpd, Acaletics, Science, ESOL, technology integration, and research-based strategies and best practices to improve instruction.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Juanita Ellis	Principal
Rosita Ali	Teacher
Tawanda Scott	Teacher
Hilary Dennis	Teacher
Tomeka Lightfoot	Teacher
Christina Robinson	Parent
Coswellyn Woods	Parent
Keshondra Carroll	Parent
Mimi Robinson	Parent
Linda Oliver	Parent
Sandra Woods	Parent
Judith Mandela	Teacher
Carol Kincy	Parent
Barbara Sconiers	Parent
Melinda Tindall	Teacher
Bill Stinson	Business/Community

b. Duties

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

a. 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.

b. 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 provides input in decisions made for funding student incentive requests.

c. Preparation of the school's annual budget and plan

The School Advisory Council assists with budgeting school improvement funds based on plans and goals outline in the School Improvement Plan. 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.

2. 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, as well as provide incentives for students. Recipients were determined on a case by case and as needed basis.

Budgeted amounts were as follows:

- Honor roll end of year trip-----\$
- 6th Grade end of the year achievement trip----\$
- 7th Grade end of the year achievement trip----\$
- 8th Grade end of the year achievement trip----\$

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Wright, Jo Lynda	Instructional Coach
Ellis, Juanita	Principal
Lightfoot, Tomeka	Teacher, K-12
Scott, Tawanda	Teacher, K-12
Gunn, Jeanne	School Counselor
Ali, Rosita	School Counselor
Mandela, Judith	Teacher, K-12
Tindall, Melinda	Teacher, ESE
Samson, Marilyn	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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 are provided for students to participate

in spelling bees, declamation contests, brain brawls, Tropicana speaking contest, debates, writing contests and school-wide reading challenges.

D. Public and Collaborative Teaching

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

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

Positive working relationships among faculty serve an integral role in the achievement level of our students. With 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 meetings and 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.

2. 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 in local media and district websites, as well as 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.

3. 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, and 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/or district ETO personnel.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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, Acaletics, and FCAT Explorer).

b. Instructional Strategies

1. 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. Based on levels, students are assigned small group or i-Ready lessons to address specific and diverse needs throughout the year. 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.

2. 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:

The after school program is used for remediation and enrichment of skills to be assessed on the State Assessment.

Strategy Rationale

Student data indicates that there are wide-spread achievement gaps in learning among our students. Therefore, an after school program will be provided throughout the school year for 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 50% of participants are expected to meet learning goals set by classroom teachers.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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 to create a smooth transition from elementary school to middle school and from middle school to high school.

b. College and Career Readiness

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

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

Students are afforded an opportunity to earn industry certifications through our CTE program. This highly success program allows students to become certified in one or more computer programs as they matriculate through our school. The goal is for each student to earn at least (3) certificates by the time they enter ninth grade. However, some students achieve this goal by the end of their 8th grade school year.

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

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Data trends over the past 2 years indicate that over 95% of the SSTRIDE Biology 1 students and 85% of the Algebra 1 students scored at or above the proficiency level on the EOC. In addition, over 50% of the students enrolled in the Introduction to Technology course earned one or more industry certifications. However, the data also indicates that much improvement is needed in the areas of reading, math, science and civics.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

The school has determined that the lack of highly-qualified instructional staff is the primary cause of students' inability to meet expected goals. In addition, the lack of student preparedness and parental involvement are contributing factors to the low achievement levels.

C. Strategic Goals

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 30% of our students score at level 3 or above in ELA on the Florida Standards Assessment as compared to other students statewide, and at least 60% of the students will make learning gains.

- G2.** To have 25% of the students to score at level 3 or above in math on the Florida Standards Assessment, and at least 60% of the students will make learning gains.

Strategic Goals Detail

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

G1. To have at least 30% of our students score at level 3 or above in ELA on the Florida Standards Assessment as compared to other students statewide, and at least 60% of the students will make learning gains. 1a

G086919

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	60.0
FSA ELA Achievement	30.0

Targeted Barriers to Achieving the Goal 3

- Student attendance is inconsistent
- High absenteeism among teachers and staff members
- Student conduct interferes with the learning process
- Large Exceptional Student Education population
- Limited technology
- Lack of parental involvement
- Many of the students are not academically prepared coming from feeder schools
- Student Readiness

Resources Available to Help Reduce or Eliminate the Barriers 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.

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 8/11/2016 to 5/26/2017

Evidence of Completion

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

G2. To have 25% of the students to score at level 3 or above in math on the Florida Standards Assessment, and at least 60% of the students will make learning gains. 1a

G086920

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	25.0

Targeted Barriers to Achieving the Goal 3

- Time constraints--Lack of opportunity to train staff, especially new instructional staff, and acquire extended knowledge of the Florida Math Standards
- Limited hands-on resources-- There is a need for performance-based projects for each grade level that are aligned with the Florida math standards
- Student Readiness

Resources Available to Help Reduce or Eliminate the Barriers 2

- Online resources including technology enabled textbook "Go Math"
- i-Ready online tutorial software
- Tenmarks online tutorial software
- That Quiz online assessment
- Acaletics (supplemental resources)
- Math lead teacher
- APC
- DOE (on-line resources)

Plan to Monitor Progress Toward G2. 8

CWT, benchmark assessments to gage effectiveness of instruction

Person Responsible

Ronald Peterson

Schedule

Biweekly, from 8/15/2016 to 5/26/2017

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 30% of our students score at level 3 or above in ELA on the Florida Standards Assessment as compared to other students statewide, and at least 60% of the students will make learning gains. **1**

 G086919

G1.B1 Student attendance is inconsistent **2**

 B231020

G1.B1.S1 Provide incentives for attendance and punctuality on a monthly basis. **4**

 S243759

Strategy Rationale

To motivate students to come to school and get to school on time each day.

Action Step 1 **5**

Check on attendance weekly and meet with students who are having attendance problems.

Person Responsible

Rosita Ali

Schedule

Monthly, from 9/6/2016 to 5/26/2017

Evidence of Completion

G1.B1.S2 Provide relevant, engaging, hands-on activities across the curriculum. 4

 S243760

Strategy Rationale

To increase students' interest and motivate them to want to participate in the daily activities.

Action Step 1 5

Provide Kagan Strategies In-service training for teachers

Person Responsible

Juanita Ellis

Schedule

On 5/26/2017

Evidence of Completion

G1.B2 High absenteeism among teachers and staff members 2

 B231021

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

 S243761

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 8/17/2015 to 5/27/2016

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 8/17/2015 to 5/27/2016

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 8/17/2015 to 5/27/2016

Evidence of Completion

Sign-in sheets

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

 B231025

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

 S243764

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 as needed throughout the year.

Person Responsible

Sherrie Taylor

Schedule

Semiannually, from 9/12/2016 to 5/31/2017

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 11/2/2015 to 5/27/2016

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 11/9/2015 to 5/27/2016

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

 S243765

Strategy Rationale

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

Action Step 1 5

Improve Parental Involvement

Person Responsible

Juanita Ellis

Schedule

Monthly, from 8/18/2015 to 5/17/2016

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 25% of the students to score at level 3 or above in math on the Florida Standards Assessment, and at least 60% of the students will make learning gains. 1

G086920

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

B231028

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

S243768

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

Juanita Ellis

Schedule

Weekly, from 8/15/2016 to 5/26/2017

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

Ronald Peterson

Schedule

Biweekly, from 8/15/2016 to 5/26/2017

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 8/17/2015 to 5/27/2016

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

 S243769

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

Juanita Ellis

Schedule

Biweekly, from 7/25/2016 to 5/26/2017

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

Judith Mandela

Schedule

Monthly, from 8/15/2016 to 5/26/2017

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

 S243770

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

Judith Mandela

Schedule

Monthly, from 8/15/2016 to 5/26/2017

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.

G2.B3 Student Readiness 2

 B231030

G2.B3.S1 The school will schedule more time on task within the school day in core areas to aid students in acquiring critical skills in math. 4

 S243771

Strategy Rationale

To provide students and teachers more time to analyze problem areas and work to correct deficits in those areas.

Action Step 1 5

Master schedule designed to afford more time on task for learning within the regular school day

Person Responsible

Juanita Ellis

Schedule

Daily, from 8/15/2016 to 5/31/2017

Evidence of Completion

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B6.S2.MA1  M327081	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  M327082	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.B1.S2.MA1  M327086	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.S3.MA1  M327088	CWT & Observations	Jones, Tisa	8/18/2014	Written Feedback from CWT & Observations.	5/29/2015 daily
G2.B1.S3.MA1  M327089	CWT & observations	Ellis, Juanita	8/18/2014	Written feedback from CWT & observations	5/29/2015 daily
G1.B6.S2.A1  A315421	Improve Parental Involvement	Ellis, Juanita	8/18/2015	Parent sign-in logs from expos, volunteers, and school advisory council meetings.	5/17/2016 monthly
G1.B2.S1.MA1  M327077	Improved teacher/staff attendance	Ellis, Juanita	8/17/2015	Sign-in sheets	5/27/2016 monthly
G1.B2.S1.MA1  M327078	Monthly recognition of teachers, staff members, teams during faculty meetings and birthdays	Ellis, Juanita	8/17/2015	Sign-in sheets and receipts	5/27/2016 monthly
G1.B2.S1.A1  A315419	Provide teacher/staff of the month awards, incentives and team competitions	Ellis, Juanita	8/17/2015	Teacher and staff sign-in sheets	5/27/2016 monthly
G1.B6.S1.MA1  M327079	Increased Parent/Teacher communication	Jones, Tisa	11/9/2015	Parent/Teacher communication log	5/27/2016 monthly
G1.B6.S1.MA1  M327080	Review parental Skyward usage reports	Jones, Tisa	11/2/2015	Monitor access and logins to the Skyward system.	5/27/2016 monthly
G2.B1.S1.MA1  M327084	CWT, observations, progress monitoring	Jones, Tisa	8/17/2015	Lesson Plans, Benchmark Assessments, portfolios, IPDP	5/27/2016 weekly
G1.MA1  M327083	Sign-in sheets from all school-sponsored parent meetings and progress monitoring activities	Ellis, Juanita	8/11/2016	Parental involvement log -- improved student preparation, attendance, and classroom behavior	5/26/2017 every-2-months
G2.MA1  M327090	CWT, benchmark assessments to gage effectiveness of instruction	Peterson, Ronald	8/15/2016	CWT, progress monitoring, lesson plans, IPDP	5/26/2017 biweekly
G1.B1.S1.A1  A315417	Check on attendance weekly and meet with students who are having attendance problems.	Ali, Rosita	9/6/2016		5/26/2017 monthly
G2.B1.S1.MA1  M327085	Ongoing professional development for teachers that focuses on best practices sustained through...	Peterson, Ronald	8/15/2016	PD Sign-insheets, IPDP, progress monitoring	5/26/2017 biweekly
G2.B1.S1.A1  A315422	Ongoing professional development for teachers that focuses on best practices sustained through...	Ellis, Juanita	8/15/2016	PD sign-in sheets, IPDP, progress monitoring	5/26/2017 weekly
G1.B1.S2.A1  A315418	Provide Kagan Strategies In-service training for teachers	Ellis, Juanita	10/6/2016		5/26/2017 one-time
G2.B1.S2.MA1  M327087	Ongoing Professional Development sessions - during Tuesday's faculty meeting and during teacher...	Mandela, Judith	8/15/2016	CWT, progress monitoring, Lesson Plans, IPDP	5/26/2017 monthly

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James A. Shanks Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S2.A1  A315423	Schedule professional development during planning periods & Tuesday's faculty meetings as needed.	Ellis, Juanita	7/25/2016	PD sessions, IPDP, sign-in sheets.	5/26/2017 biweekly
G2.B1.S3.A1  A315424	Develop/implement MAFS lessons that differentiate mathematical instruction using Technology &...	Mandela, Judith	8/15/2016	PDs and IPDP - progress monitoring	5/26/2017 monthly
G1.B6.S1.A1  A315420	Provide parents with Skyward Training as needed throughout the year.	Taylor, Sherrie	9/12/2016	Training schedule and sign-in sheets	5/31/2017 semiannually
G2.B3.S1.A1  A315425	Master schedule designed to afford more time on task for learning within the regular school day	Ellis, Juanita	8/15/2016		5/31/2017 daily

V. Professional Development Opportunities

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

G1. To have at least 30% of our students score at level 3 or above in ELA on the Florida Standards Assessment as compared to other students statewide, and at least 60% of the students will make learning gains.

G1.B1 Student attendance is inconsistent

G1.B1.S2 Provide relevant, engaging, hands-on activities across the curriculum.

PD Opportunity 1

Provide Kagan Strategies In-service training for teachers

Facilitator

Kagan Professional Development

Participants

All teachers

Schedule

On 5/26/2017

G1.B6 Lack of parental involvement

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

PD Opportunity 1

Improve Parental Involvement

Facilitator

Administrators, Parent Services Coordinator, Teachers, Community Leaders

Participants

Teachers, Parents, Community Members

Schedule

Monthly, from 8/18/2015 to 5/17/2016

G2. To have 25% of the students to score at level 3 or above in math on the Florida Standards Assessment, and at least 60% of the students will make learning gains.

G2.B1 Time constraints--Lack of opportunity to train staff, especially new instructional staff, and acquire extended knowledge of the 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

Principal, APC, Reading Coach and Teachers

Participants

All teachers

Schedule

Weekly, from 8/15/2016 to 5/26/2017

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

PD Opportunity 1

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

Facilitator

State, district and school level trainers

Participants

Teachers, support personnel, and administrators

Schedule

Biweekly, from 7/25/2016 to 5/26/2017

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/Coach, Math Teachers

Participants

All Teachers

Schedule

Monthly, from 8/15/2016 to 5/26/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Check on attendance weekly and meet with students who are having attendance problems.				\$0.00
2	G1.B1.S2.A1	Provide Kagan Strategies In-service training for teachers				\$5,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0211 - James A. Shanks Middle School	Title I, Part A		\$5,500.00
			<i>Notes: Additional funding may become necessary depending upon the needs of the teachers.</i>			
3	G1.B2.S1.A1	Provide teacher/staff of the month awards, incentives and team competitions				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0211 - James A. Shanks Middle School			\$0.00
	1142	130-Other Certified Instructional Personnel	0211 - James A. Shanks Middle School	General Fund		\$2,000.00
4	G1.B6.S1.A1	Provide parents with Skyward Training as needed throughout the year.				\$0.00
5	G1.B6.S2.A1	Improve Parental Involvement				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0211 - James A. Shanks Middle School	General Fund		\$1,500.00
6	G2.B1.S1.A1	Ongoing professional development for teachers that focuses on best practices sustained through data-driven instruction.				\$30,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		120-Classroom Teachers	0211 - James A. Shanks Middle School	Title II		\$30,000.00
			<i>Notes: Additional funds from Title I funds will be used for some professional development expenses during the year.</i>			
7	G2.B1.S2.A1	Schedule professional development during planning periods & Tuesday's faculty meetings as needed.				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0211 - James A. Shanks Middle School	Title I, Part A		\$3,000.00
8	G2.B1.S3.A1	Develop/implement MAFS lessons that differentiate mathematical instruction using Technology & Cooperative Learning. Implement vocabulary and reading				\$1,000.00

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strategies in mathematics and engage all students in performance-based learning, Increase intervention opportunities for corrective math instruction.							
	Function	Object	Budget Focus	Funding Source	FTE	2016-17	
			0211 - James A. Shanks Middle School	Title I, Part A		\$1,000.00	
9	G2.B3.S1.A1	Master schedule designed to afford more time on task for learning within the regular school day					\$0.00
					Total:	\$43,000.00	