# James A. Shanks Middle School



**2022-23 Schoolwide Improvement Plan**

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# James A. Shanks Middle School

### 1400 W KING ST, Quincy, FL 32351

### www.gadsdenschools.org

## Demographics

## Principal: Kisha Jarrett

Start Date for this Principal: 8/1/2022

| | |
|---|---|
| **2019-20 Status** (per MSID File) | Active |
| **School Type and Grades Served** (per MSID File) | Combination School 4-8 |
| **Primary Service Type** (per MSID File) | K-12 General Education |
| **2021-22 Title I School** | Yes |
| **2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3) | 100% |
| **2021-22 ESSA Subgroups Represented** (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students* White Students* Economically Disadvantaged Students* |
| **School Grades History** | 2021-22: D (40%) 2018-19: C (47%) 2017-18: D (34%) |
| **2019-20 School Improvement (SI) Information*** | |
| **SI Region** | Northwest |
| **Regional Executive Director** | [Rachel Heide] |
| **Turnaround Option/Cycle** | N/A |
| **Year** | N/A |
| **Support Tier** | N/A |
| **ESSA Status** | CSI |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here]. | |

## School Board Approval

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

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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.

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## James A. Shanks Middle School

### 1400 W KING ST, Quincy, FL 32351

### www.gadsdenschools.org

### School Demographics

| **School Type and Grades Served**<br>(per MSID File) | **2021-22 Title I School** | **2021-22 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) |
|---|---|---|
| Combination School<br>4-8 | Yes | 100% |

| **Primary Service Type**<br>(per MSID File) | **Charter School** | **2018-19 Minority Rate**<br>(Reported as Non-white on Survey 2) |
|---|---|---|
| K-12 General Education | No | 98% |

### School Grades History

| Year | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| Grade | D | | C | C |

### School Board Approval

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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. 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: School Information

### School Mission and Vision

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

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

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

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

### School Leadership Team

**Membership**
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|----------------------------------|
| Jarrett, Kisha | Principal | The Principal is the instructional leader of the school and assumes the responsibility of promoting safety, providing equity and access to the curriculum, expecting academic success for all students, and allocating and managing resources to support instruction. The principal focuses on learning and continuous improvements which are aligned with the school as well as the district's mission and vision. She is the decision-maker in regards to the master schedule, teacher's evaluation, and supervision, Gadsden County Model of Instruction, professional development, professional learning community coordination, hiring new teachers, and school improvement activities. She creates uninterrupted time within the school day for common planning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge.<br><br>Principal Jarrett also manages and supervises the business side of the school, she is responsible for all budgetary decisions and business partners.<br><br>Additional responsibilities include:<br>Assistant Principal Supervision<br>Deliberate practice for all instructional staff<br>Discipline referral monitor<br>Marzano framework activities<br>School Advisory Council<br>School Safety<br>School Community Facilitation |
| Galloway, Tireshia | Assistant Principal | To assist the Principal with administrative and instructional functions to meet the educational needs of students and carry out the mission and goals of the school and the District. The Assistant Principal assists in the training and guidance of the development of all Instructional leaders, and assists in the hiring, supervising, and evaluating of all staff. The assistant principal supports new staff members in classroom management and instruction as well as ensures that the school operates in a conducive and effective learning environment in collaboration with the principal. Provide mentoring and small group instruction. Assist with supervision/duty posts. Monitors and ensures effective instruction and equitable access to resources necessary for the success of all students. |
| Kirkland, Nahketah | Reading Coach | To assist teachers at the school level, for modeling of best practices/lessons, to assist with implementing grant and/or K-12 Comprehensive Reading Plan requirements, and to provide staff development and resources to reading teachers. |

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| Commodore, Shirley | Math Coach | Lead Teacher for mathematics (Grades 4-8) To provide an educational atmosphere in which students will move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation in accordance with District philosophy, goals, and objectives. |
| Samson, Marilyn | Teacher, K-12 | To provide an educational atmosphere in which students will move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation in accordance with District philosophy, goals, and objectives. |
| Russ, Gary | Teacher, K-12 | To provide an educational atmosphere in which students will move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation in accordance with District philosophy, goals, and objectives |
| Moore, Stephanie | Assistant Principal | To assist the Principal with administrative and instructional functions to meet the educational needs of students and carry out the mission and goals of the school and the District. The Assistant Principal assists in the training and guidance of the development of all Instructional leaders, and assists in the hiring, supervising, and evaluating of all staff. The assistant principal supports ESE Department in classroom management and instruction as well as ensures that the school operates in a conducive and effective learning environment in collaboration with the principal. Assist with supervision/duty posts. Monitors and ensures effective instruction and equitable access to resources necessary for the success of all students. |
| Simmons-Russ, Catina | Dean | Professional Development for teachers & staff (classroom management & safety)<br>- Classroom walkthroughs for behavior<br>- Provide help and support for behavior intervention strategies (major)<br>- Daily communication of Rest Room<br>- Communicates with families for disciplinary actions<br>-Supports family/community activity<br>- Work referrals within the day<br>- Busing (arrival, dismissal, evacuation drills, etc.)<br>- Cafeteria Duty<br>- Review of Placements<br>- Schoolwide Discipline<br>- Assemblies<br>- Hearings<br>- Safety |

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| | | - SWBMP Quarterly Data (w/ LST)<br>- Hold quarterly School Meetings with students |
| Thomas, Marvin | Dean | Professional Development for teachers & staff (classroom management & safety)<br>- Classroom walkthroughs for behavior<br>- Provide help and support for behavior intervention strategies (major)<br>- Daily communication of Rest Room<br>- Communicates with families for disciplinary actions<br>-Supports family/community activity<br>- Work referrals within the day<br>- Busing (arrival, dismissal, evacuation drills, etc.)<br>- Cafeteria Duty<br>- Review of Placements<br>- Schoolwide Discipline<br>- Assemblies<br>- Hearings<br>- Safety<br>- SWBMP Quarterly Data (w/ LST)<br>- Hold quarterly School Meetings with students |

## Demographic Information

**Principal start date**
Monday 8/1/2022, Kisha Jarrett

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
9

**Total number of teacher positions allocated to the school**
40

**Total number of students enrolled at the school**
582

**Identify the number of instructional staff who left the school during the 2021-22 school year.**
10

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**
9

**Demographic Data**

## Early Warning Systems

**Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:**

| Indicator | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Number of students enrolled | 0 | 0 | 0 | 0 | 65 | 88 | 155 | 137 | 137 | 0 | 0 | 0 | 0 | 582 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 25 | 5 | 28 | 58 | 41 | 0 | 0 | 0 | 0 | 157 |
| One or more suspensions | 0 | 0 | 0 | 0 | 3 | 11 | 34 | 47 | 53 | 0 | 0 | 0 | 0 | 148 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 17 | 11 | 8 | 49 | 57 | 0 | 0 | 0 | 0 | 142 |
| Course failure in Math | 0 | 0 | 0 | 0 | 17 | 3 | 17 | 32 | 41 | 0 | 0 | 0 | 0 | 110 |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 20 | 53 | 70 | 70 | 79 | 0 | 0 | 0 | 0 | 292 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 25 | 56 | 84 | 77 | 69 | 0 | 0 | 0 | 0 | 311 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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

| Indicator | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Students with two or more indicators | 0 | 0 | 0 | 0 | 26 | 22 | 54 | 77 | 84 | 0 | 0 | 0 | 0 | 263 |

**Using current year data, complete the table below with the number of students identified as being "retained.":**

| Indicator | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 19 | 1 | 2 | 5 | 3 | 0 | 0 | 0 | 0 | 30 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 4 | 6 | 14 | 16 | 18 | 0 | 0 | 0 | 0 | 58 |

**Date this data was collected or last updated**

Thursday 9/15/2022

**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 | |
| Number of students enrolled | 0 | 0 | 0 | 0 | 86 | 86 | 157 | 154 | 168 | 0 | 0 | 0 | 0 | 651 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 32 | 23 | 70 | 66 | 57 | 0 | 0 | 0 | 0 | 248 |
| One or more suspensions | 0 | 0 | 0 | 0 | 1 | 3 | 10 | 6 | 23 | 0 | 0 | 0 | 0 | 43 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 43 | 22 | 76 | 36 | 54 | 0 | 0 | 0 | 0 | 231 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 50 | 40 | 63 | 33 | 29 | 0 | 0 | 0 | 0 | 215 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

**The number of students with two or more early warning indicators:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

**The number of students identified as retainees:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

**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 | |
| Number of students enrolled | 0 | 0 | 0 | 0 | 86 | 86 | 157 | 154 | 168 | 0 | 0 | 0 | 0 | 651 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 32 | 23 | 70 | 66 | 57 | 0 | 0 | 0 | 0 | 248 |
| One or more suspensions | 0 | 0 | 0 | 0 | 1 | 3 | 10 | 6 | 23 | 0 | 0 | 0 | 0 | 43 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 43 | 22 | 76 | 36 | 54 | 0 | 0 | 0 | 0 | 231 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 50 | 40 | 63 | 33 | 29 | 0 | 0 | 0 | 0 | 215 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

**The number of students with two or more early warning indicators:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

**The number of students identified as retainees:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

## Part II: Needs Assessment/Analysis

**School Data Review**
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

| School Grade Component | 2022 | | | 2021 | | | 2019 | | |
|---|---|---|---|---|---|---|---|---|---|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | 23% | 33% | 55% | | | | 27% | 50% | 61% |
| ELA Learning Gains | 36% | | | | | | 48% | 52% | 59% |
| ELA Lowest 25th Percentile | 37% | | | | | | 51% | 55% | 54% |
| Math Achievement | 23% | 39% | 42% | | | | 39% | 57% | 62% |
| Math Learning Gains | 38% | | | | | | 53% | 52% | 59% |
| Math Lowest 25th Percentile | 42% | | | | | | 51% | 46% | 52% |
| Science Achievement | 19% | 33% | 54% | | | | 22% | 47% | 56% |
| Social Studies Achievement | 64% | 43% | 59% | | | | 54% | 72% | 78% |

**Grade Level Data Review - State Assessments**
**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

| ELA | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 04 | 2022 | | | | | |
| | 2019 | 19% | 41% | -22% | 58% | -39% |
| Cohort Comparison | | | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 30% | 40% | -10% | 56% | -26% |
| Cohort Comparison | | -19% | | | | |
| 06 | 2022 | | | | | |
| | 2019 | 24% | 33% | -9% | 54% | -30% |
| Cohort Comparison | | -30% | | | | |
| 07 | 2022 | | | | | |
| | 2019 | 32% | 40% | -8% | 52% | -20% |
| Cohort Comparison | | -24% | | | | |

| ELA | | | | | | |
|---|---|---|---|---|---|---|
| **Grade** | **Year** | **School** | **District** | **School-District Comparison** | **State** | **School-State Comparison** |
| 08 | 2022 | | | | | |
| | 2019 | 22% | 33% | -11% | 56% | -34% |
| Cohort Comparison | | -32% | | | | |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| **Grade** | **Year** | **School** | **District** | **School-District Comparison** | **State** | **School-State Comparison** |
| 04 | 2022 | | | | | |
| | 2019 | 25% | 50% | -25% | 64% | -39% |
| Cohort Comparison | | | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 28% | 49% | -21% | 60% | -32% |
| Cohort Comparison | | -25% | | | | |
| 06 | 2022 | | | | | |
| | 2019 | 35% | 48% | -13% | 55% | -20% |
| Cohort Comparison | | -28% | | | | |
| 07 | 2022 | | | | | |
| | 2019 | 46% | 52% | -6% | 54% | -8% |
| Cohort Comparison | | -35% | | | | |
| 08 | 2022 | | | | | |
| | 2019 | 53% | 39% | 14% | 46% | 7% |
| Cohort Comparison | | -46% | | | | |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| **Grade** | **Year** | **School** | **District** | **School-District Comparison** | **State** | **School-State Comparison** |
| 05 | 2022 | | | | | |
| | 2019 | 22% | 30% | -8% | 53% | -31% |
| Cohort Comparison | | | | | | |
| 06 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | -22% | | | | |
| 07 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 08 | 2022 | | | | | |
| | 2019 | 6% | 5% | 1% | 48% | -42% |
| Cohort Comparison | | 0% | | | | |

| BIOLOGY EOC | | | | | |
|---|---|---|---|---|---|
| **Year** | **School** | **District** | **School Minus District** | **State** | **School Minus State** |
| 2022 | | | | | |

| BIOLOGY EOC | | | | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 100% | 57% | 43% | 67% | 33% |
| CIVICS EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | 58% | 60% | -2% | 71% | -13% |
| HISTORY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | | | | | |
| ALGEBRA EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | | | | | |
| GEOMETRY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | | | | | |

## Subgroup Data Review

| 2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2020-21 | C & C Accel 2020-21 |
| SWD | 26 | 35 | 31 | 24 | 37 | 37 | 26 | 60 | | | |
| ELL | 18 | 30 | 36 | 26 | 34 | 44 | 15 | | 62 | | |
| BLK | 23 | 38 | 35 | 22 | 39 | 41 | 20 | 63 | 85 | | |
| HSP | 20 | 28 | 33 | 27 | 38 | 45 | 16 | 62 | 71 | | |
| WHT | 40 | 64 | | 13 | 45 | | | | | | |
| FRL | 22 | 36 | 38 | 23 | 38 | 43 | 20 | 62 | 78 | | |
| 2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2019-20 | C & C Accel 2019-20 |
| SWD | 26 | 31 | 31 | 29 | 39 | 44 | 25 | 30 | | | |
| ELL | 28 | 36 | 36 | 40 | 36 | 24 | 15 | 36 | 29 | | |
| BLK | 21 | 26 | 26 | 24 | 25 | 33 | 16 | 27 | 52 | | |
| HSP | 29 | 37 | 36 | 35 | 36 | 26 | 17 | 39 | 43 | | |
| WHT | 27 | | | 30 | | | | | | | |

| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2019-20 | C & C Accel 2019-20 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS** | | | | | | | | | | | |
| FRL | 24 | 28 | 26 | 26 | 28 | 30 | 17 | 30 | 48 | | |

| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2017-18 | C & C Accel 2017-18 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS** | | | | | | | | | | | |
| SWD | 32 | 45 | 45 | 31 | 43 | 35 | 24 | 70 | | | |
| ELL | 25 | 55 | 59 | 45 | 65 | 79 | 17 | | | | |
| BLK | 25 | 45 | 46 | 36 | 49 | 49 | 20 | 56 | 80 | | |
| HSP | 32 | 58 | 67 | 48 | 62 | 61 | 25 | 44 | 67 | | |
| FRL | 27 | 49 | 49 | 39 | 53 | 50 | 22 | 58 | 80 | | |

## ESSA Data Review

This data has not been updated for the 2022-23 school year.

| ESSA Federal Index | |
|---|---|
| ESSA Category (TS&I or CS&I) | CSI |
| OVERALL Federal Index – All Students | 39 |
| OVERALL Federal Index Below 41% All Students | YES |
| Total Number of Subgroups Missing the Target | 4 |
| Progress of English Language Learners in Achieving English Language Proficiency | 33 |
| Total Points Earned for the Federal Index | 394 |
| Total Components for the Federal Index | 10 |
| Percent Tested | 97% |

| Subgroup Data | |
|---|---|
| **Students With Disabilities** | |
| Federal Index - Students With Disabilities | 35 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 0 |
| **English Language Learners** | |
| Federal Index - English Language Learners | 33 |
| English Language Learners Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | 0 |
| **Native American Students** | |
| Federal Index - Native American Students | |

| Native American Students | |
|---|---|
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | 0 |
| **Asian Students** | |
| Federal Index - Asian Students | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | 0 |
| **Black/African American Students** | |
| Federal Index - Black/African American Students | 41 |
| Black/African American Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 0 |
| **Hispanic Students** | |
| Federal Index - Hispanic Students | 37 |
| Hispanic Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | 0 |
| **Multiracial Students** | |
| Federal Index - Multiracial Students | |
| Multiracial Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | 0 |
| **Pacific Islander Students** | |
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | 0 |
| **White Students** | |
| Federal Index - White Students | 41 |
| White Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years White Students Subgroup Below 32% | 0 |
| **Economically Disadvantaged Students** | |
| Federal Index - Economically Disadvantaged Students | 38 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 0 |

## Part III: Planning for Improvement

**Data Analysis**
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

**What trends emerge across grade levels, subgroups and core content areas?**

Shanks has dropped in overall proficiency in ELA and math. ELA proficiency was 27% in 2019, 24% in 2021, and 23% in 2022. Math Proficiency was 39% in 2019, 26% in 2021, and 23% in 2022. Science proficiency has also dropped over the last three years, 22% in 2019, 16% in 2021, and 19% in 2022. The ESSA Federal Index for all subgroups is below 41% for all subgroups.

**What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?**

According to the 2022 state assessments, our greatest areas of need improvement are 5th and 8th-grade science achievement, 4-8 math achievement, and 4-8 ELA achievement.

**What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?**

Contributing factors to poor performance on 5th and 8th-grade science assessment is partially due to lack of science instruction. We also did not have a standards-based science progress monitoring tool to judge proficiency and growth throughout the school year. Our math and ELA achievement is due to a lack of planning, specific standards-based instruction, and limited proficiency in previous years. Achievement scores are low due to uncertified teachers at all levels who were also inexperienced teachers. We also experienced the death of a teacher mid-year which caused staffing adjustments and trauma for our faculty and students.

In order to address the need for improvement in all of these areas, we need to ensure content area certified teachers who are using standards-based instruction and receiving curriculum support for progress monitoring. We have adopted a new observation tool that will be utilized to give ongoing feedback throughout the school year.

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

According to data components, we have the most improvement in civics. Our social studies proficiency grew from 32% in 2021 to 64% in 2022.

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

For the 2021 - 2022 school year we made some staffing changes for our civics course. Our teacher was very enthusiastic about the content and presented engaging lessons that students were able to connect to.

**What strategies will need to be implemented in order to accelerate learning?**

This year we have implemented common planning across all content areas so teachers are able to collaborate, set goals, and monitor data. We will focus on standard-based planning for Tier 1 instruction. The planning will include protocols for Tier 1 instruction, small group differentiation of Tier 1, and remediation to close learning gaps. Teachers in the 4 content areas will meet one planning day a week

to plan with administrators or coaches. The implementation of the planning will be monitored by data reviews,class walks, feedback, and coaching. The teachers will also meet two times a week before school or afterschool with the content area teachers for additional planning. The administrative team will be working closely with BSI to provide observations and consistent feedback. Teachers will hold data chats on a weekly basis to monitor the lowest 25% and provide progress monitoring for their students. AVID will also be implemented on our campus this school year.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Our school will be working hand in hand with Learning Sciences International to provide Marzano training for teachers and administrators throughout the school year. Our math and reading coach will provide monthly professional development for our teachers in the areas of BEST standards, best practices, and data tracking. Teachers will receive PD around Math, ELA, Science, and Civics evidence-based strategies outlined in the focus areas. Teachers will also receive training procedures and protocols for classroom management

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

This year we will focus solely on implementing instructional systems that will carry us beyond next year. A culture of continuous improvement and accountability will be set through designated weekly action meetings, clear and high expectations, and support for all staff members. The administration will conduct data analysis and have data chats with teachers and teachers will have data chats with students.

**Areas of Focus**
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

| #1. Instructional Practice specifically relating to Science | |
|---|---|
| **Area of Focus Description and Rationale:** Include a rationale that explains how it was identified as a critical need from the data reviewed. | According to the 2022 FSA results our 5th and 8th-grade science proficiency scores were 5% and 10% respectively. |
| **Measurable Outcome:** State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. | James A. Shanks Middle School students will demonstrate at least 25% proficiency as demonstrated on the statewide science assessment. The achievement gap in ability between SWD, ELL, BLK, HSP, and FRL and overall students will decrease by 50%. The data metrics that will be utilized to monitor the science goal will be district created mini-assessments, unit tests, and quarterly progress monitoring. |
| **Monitoring:** Describe how this Area of Focus will be monitored for the desired outcome. | The leadership team will conduct weekly walkthroughs to monitor the implementation of planning, professional development, and remediation. The leadership team will also review school-wide data twice a month. The team will meet with the teachers to discuss the data, determine future instructional practices, and identify needs for remediation or reteaching opportunities once a month. The ESSA subgroup students will be monitored through data chats during common planning time. In our data room we have data cards per student with different color dots to help us identify students in various categories quickly and compare the various groups to other students. |
| **Person responsible for monitoring outcome:** | Kisha Jarrett (jarrettk@gcpsmail.com) |
| **Evidence-based Strategy:** Describe the evidence-based strategy being implemented for this Area of Focus. | 1. Provide direct and explicit comprehension strategy instruction with Science text. (strong evidence) 2. Provide opportunities for an extended discussion of text meaning and interpretation. (moderate evidence) 3. Connect and integrate abstract and concrete representations of concepts in Science. (Organizing instruction and study) 4. Utilizing writing for a variety of purposes including conveying scientific information, making a scientific argument, enhancing understanding of scientific reading, or sharing a scientific experience (Writing practice guide) 5. Students are given multiple opportunities to encounter and use academic vocabulary in natural contexts through listening, reading, speaking, and writing. (Vocabulary for all)  Strategy: According to Adolescent Literacy: Effective Classroom and Intervention Practices from |

What Works Clearing House, provides direct and explicit comprehension strategies, and opportunities for extended discussion show a positive impact on student achievement.

**Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Dr. Jarrett's proven science common planning and lessons show a positive impact on student achievement.
Kisha J. Jarrett. 2019. Investigating the Improvement in Science Achievement Among Fifth Grade Science Students When Using the Instructional Design Model. Doctoral dissertation. Nova Southeastern University. Retrieved from NSUWorks, Abraham S. Fischler College of Education. (357)
https://nsuworks.nova.edu/fse_etd/357.

## Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. The leadership team will meet with teachers to discuss SSA and prior year data for overall population and specific subgroups at the beginning of the year. The leadership team will analyze data metrics from mini lessons and common assessments for progress monitoring, and meet with teachers for data chats once a month. Teachers will have data chats with SWD students once a month for the unit assessments. Teachers will also meet with all students once a quarter to review the Science quarterly test. The the administration will review data chat documentation once a month.

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

2. Professional development will include the following: implementation of the science curriculum which includes comprehension strategies, vocabulary, writing, abstract to concrete through labs, and student discourse. The professional development will be embedded in the weekly planning provided by the principal.

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

3. Planning will occur weekly with 4th-8th grade science teachers with the principal. The teachers will utilize a planning protocol to align Tier 1 instruction to the explicit intent of the standards. The planning will focus on the test item specifications, lab integration, student discourse, and writing for the identified standards. The lesson template was developed by the school-based administration.

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

4. The leadership team will conduct classroom walks on a weekly basis during the block to monitor the implementation of professional development and planning outcomes. The leadership team will provide feedback to teachers and determine coaching support based on the data metrics and class walks. The team will determine future instructional practices and identify needs for remediation or reteaching opportunities based on the qualitative and quantitative data.

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

5. In-depth coaching will be provided to teachers based on qualitative and quantitative data points. The coaching will be focused on content knowledge, labs, writing, and student discourse. The coaching will be monitored by the School Leadership Team to determine the ongoing coaching cycle

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

| **#2. Instructional Practice specifically relating to ELA** |  |
|---|---|
| **Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.** | Achievement in ELA has not reached 41% proficiency and learning gains in all subgroups. Over 75% of our students are not on grade level in ELA. |
| **Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | ELA proficiency of 23% will increase to 41% or higher on the 2023 FAST assessment school-wide and for all ESSA subgroups including SWD, African American/Black, Economically Disadvantaged, ELL, Multiracial, and Hispanic students. The achievement gap in proficiency between SWD and overall students will decrease by 50 percentage points. |
| **Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.** | The data metrics utilized to monitor the goal will iReady, F.A.S.T, STAR, district quarterly ELA assessments, and school-based assessments. The leadership team will conduct weekly walkthroughs to monitor the implementation of planning, professional development, and remediation. The leadership team will also review schoolwide data twice a month. The team will meet with the teachers to discuss the data and determine future instructional practices and identify needs for remediation or reteaching opportunities once per month. The ESSA subgroup students will be monitored through data chats during common planning time. In our data room we have data cards per student with different color dots to help us identify students in various categories quickly and compare the various groups to other students. We will also be using two additional programs Reading Plus for students 1 or more grade level below and Imagine Learning for all ELL students during the intensive reading class. |
| **Person responsible for monitoring outcome:** | Tireshia Galloway (gallowaytireshia@gcpsmail.com) |
| **Evidence-based Strategy: Describe the evidence-based** | 1. Provide explicit vocabulary instruction. (strong evidence)<br>2. Provide direct and explicit comprehension strategy instruction. (strong evidence)<br>3. Provide opportunities for an extended discussion of text meaning and interpretation. (moderate evidence)<br>4. Integrate writing and reading to emphasize key writing features. (moderate evidence) |

| | |
|---|---|
| **strategy being implemented for this Area of Focus.** | |
| **Rationale for Evidence-based Strategy:** **Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.** | According to the Teaching Secondary Students to Write Effectively from What Works Clearing House and 10 Key Vocabulary Strategies For All Students from The University of Texas at Austin/The Meadows Center for Preventing Educational Risk, utilizing writing for a variety of purposes shows a positive impact on student achievement. According to Edutopia Educational Journal. 5 Ways to Support Students Who Struggle With Reading Comprehension strategies can help students who are able to decode well but have difficulty understanding what they read—and they're beneficial for all students. According to Adolescent Literacy: Effective Classroom and Intervention Practices from What Works Clearing House, providing direct and explicit comprehension strategies, and opportunities for extended discussion shows a positive impact on student achievement. |

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Data - The literacy leadership team will meet with teachers to discuss FSA and prior year data for the overall population and specific subgroups. The leadership team will analyze data metrics from STAR, district progress monitoring, iReady, F.A.S.T., Reading Plus, Imagine Learning and meet with teachers once a month. The teachers will use a data chat sheet to discuss students' next steps, needs, and goals. The leadership team will walk once a month to monitor the implementation of student data chats. Administration and teachers meet with SWD students and lower quartile once a month to discuss unit assessments and meet with all students once a quarter to progress monitoring and goals. The teachers will use a data chat sheet to discuss students' next steps, needs, and goals. The leadership team will walk once a month to monitor the implementation of student data chats.

| **Person Responsible** | Tireshia Galloway (gallowaytireshia@gcpsmail.com) |
|---|---|

2. Professional development will include the following: implementation of the new ELA curriculum which includes comprehension strategies, vocabulary, writing, and student discourse. This PD will occur by the AP once a week. PD will also include a co-teaching model for ESE teachers and data analysis to support MTSS.

| **Person Responsible** | Tireshia Galloway (gallowaytireshia@gcpsmail.com) |
|---|---|

3. Planning will occur with Gen-Ed teachers, ESE inclusion, and Reading teachers once a week with the ELA specialists and teachers on special assignments. The teachers will utilize a planning protocol to align Tier 1 instruction to the explicit intent of the standards. The teachers will utilize a planning template developed by the school and feedback given by the ELA specialist.

| **Person Responsible** | Tireshia Galloway (gallowaytireshia@gcpsmail.com) |
|---|---|

4. The leadership team will conduct classroom walks on a weekly basis during the ELA block to monitor the implementation of professional development and planning outcomes. The leadership team will provide feedback to teachers and determine coaching support based on the data metrics and class walks. The team will determine future instructional practices and identify needs for remediation or reteaching opportunities based on qualitative and quantitative data.

**Person Responsible**   Tireshia Galloway (gallowaytireshia@gcpsmail.com)

In-depth coaching will be provided to teachers based on qualitative and quantitative data points. The coaching will be focused on content knowledge, comprehension strategies, writing integration, and student discourse. The coaching will be monitored by the School Leadership Team to determine the ongoing coaching cycle.

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

| **#3. Instructional Practice specifically relating to Math** | |
|---|---|
| **Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.** | James A. Shanks Middle School students demonstrated 23% proficiency in math as reported on the 2022 FSA results. |
| **Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | Math proficiency of 23% will increase to 41% or higher on the 2023 FAST assessment school-wide and for all ESSA subgroups including SWD, African American/Black, Economically Disadvantaged, ELL, White, Multiracial, and Hispanic students. The achievement gap in proficiency between SWD and overall students will decrease by 50 percentage points. |
| **Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.** | The data metrics utilized to monitor the goal will iReady, F.A.S.T, STAR, district quarterly Math assessments, and school-based assessments will be collected, analyzed, reviewed, and broken down by teacher and ESSA groups twice a month. The leadership team will conduct weekly walkthroughs to monitor the implementation of planning, professional development, and remediation. The leadership team will also review<br>school-wide data twice a month. The team will meet with the teachers to discuss the data, determine future instructional practices, and identify needs for remediation or reteaching opportunities once a month. The ESSA subgroup students will be monitored through data chats during common planning time. In our data room we have data cards per student with different color dots to help us identify students in various categories quickly and compare the various groups to other students. We have also included ALEKS a math adaptive program to assist with all students since all of our ESSA subgroups we below the threshold in math. |
| **Person responsible for monitoring outcome:** | Shirley Commodore (scommodor@hotmail.com) |
| **Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.** | 1. Expose students to multiple problem-solving strategies.<br>2. Teach students how to use visual representations.<br>3. Mathematical Language: Teach clear and concise mathematical language and support<br>students' use of the language to help students effectively communicate their understanding<br>of mathematical concepts. |

| **Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.** | According to Improving Mathematical Problem Solving in Grades 4 Through 8, explicit word problem instruction proved to have a moderate positive effect size on student performance. According to Improving Mathematical Problem Solving in Grades 4 Through 8 found on What Works Clearinghouse, explicit mathematical representation proved to have a strong positive effect size on student performance. According to Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades, explicit mathematical language proved to have a strong positive effect size on student performance. |
|---|---|

### Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Planning will occur with teachers and ESE inclusion once a week. The teachers will utilize a planning protocol to align Tier 1 instruction to the explicit intent of the standards. Within the planning, the math coach will include the integration of visual models, problem-solving strategies, and student usage of math academic language. The math department will also model tasks with teachers and have them practice tasks that are aligned with the standards so the teachers will be prepared to implement them during instruction. The template that is being used by teachers was developed by the school coach. The teachers utilize this template to capture the components of their lesson.

| **Person Responsible** | Shirley Commodore (scommodor@hotmail.com) |
|---|---|

2. Professional Development will be provided by the School Leadership Team. The PD that will be provided will include Multiple problem-solving strategies, the use of visual representations, and mathematical language. This professional development will be embedded within the weekly planning provided by the math coach.
The math coach will model the strategies within the classroom based on needs identified in the administration walks and when teachers request modeling to build their capacity.

| **Person Responsible** | Kisha Jarrett (jarrettk@gcpsmail.com) |
|---|---|

3. Following Professional Development and planning, the School Leadership team will do class walk-throughs once a week to look for implementation of the professional development and planning and provide feedback to the teachers.

| **Person Responsible** | Shirley Commodore (scommodor@hotmail.com) |
|---|---|

4. Coaching, conducted by the school math coach provided to teachers based on qualitative and quantitative data points. The coaching will be focused on content knowledge, word problems, and student discourse. Coaching will be monitored by the School Leadership Team to determine the ongoing coaching cycle.

| **Person Responsible** | Kisha Jarrett (jarrettk@gcpsmail.com) |
|---|---|

## RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

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

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

N/A

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

Achievement in ELA has not reached 41% proficiency and learning gains in all subgroups. Over 75% of our students are not on grade level in ELA.

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

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

**Grades K-2: Measureable Outcome(s)**

N/A

**Grades 3-5: Measureable Outcome(s)**

ELA proficiency of 23% will increase to 41% or higher on the 2023 FAST assessment school-wide and for all ESSA subgroups including SWD, African American/Black, Economically Disadvantaged, ELL,

White, Multiracial, and Hispanic students. The achievement gap in proficiency between SWD and overall students will decrease by 50 percentage points.

**Monitoring:**
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

We will monitor progress monitoring data using FAST, iReady, and ORF. Monthly grade group PLC's will be held to discuss data and plan what level of intervention the student will need. Students in red on FAST and iReady will be provided Tier 3 instruction. Students in yellow will receive Tier 2 instruction. Students in green will receive differentiated small group instruction.
-Based on the data district and school-based reading coaches will conduct lesson studies to develop the appropriate lessons and intensify instruction to meet each student's needs. Lesson study plans will be turned into the principal for compliance and "look fors" during the weekly walkthrough.

**Person responsible for monitoring outcome:**
Select the person responsible for monitoring this outcome.

Jarrett, Kisha, jarrettk@gcpsmail.com

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

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Six components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;
◦ Four types of classroom assessments: screening, progress monitoring, diagnostic, and summative assessment;
◦ Core Instruction (Tier 1): is standards-aligned; includes accommodations for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners; provides print-rich explicit and systematic, scaffolded, differentiated instruction, and corrective feedback.
◦ Supplemental Instruction/Intervention (Tier 2): is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are the English language learners; provides explicit, systematic, small group teacher-led instruction matched to student needs, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations.
◦ Intensive, Individualized Instruction/Intervention (Tier 3): is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners.

**Rationale for Evidence-based Practices/Programs:**
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- ◦ Do the evidence-based practices/programs address the identified need?

- ◦ Do the identified practices/programs show proven record of effectiveness for the target population?

According to the Teaching Secondary Students to Write Effectively from What Works Clearing House and 10 Key Vocabulary Strategies For All Students from The University of Texas at Austin/The Meadows Center for Preventing Educational Risk, utilizing writing for a variety of purposes shows a positive impact on student achievement.

According to Edutopia Educational Journal. 5 Ways to Support Students Who Struggle With Reading Comprehension strategies can help students who are able to decode well but have difficulty understanding what they read—and they're beneficial for all students.

According to Adolescent Literacy: Effective Classroom and Intervention Practices from What Works Clearing House, providing direct and explicit comprehension strategies, and opportunities for extended discussion shows a positive impact on student achievement.

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

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

| Action Step | Person Responsible for Monitoring |
|---|---|
| The process to ensure that foundational reading skills are provided through instruction that is systematic and explicit include:<br>- Providing professional development to all teachers in systematic and explicit instruction of foundational reading skills<br>- Purchasing instructional materials that incorporate foundational reading skills<br>- Providing professional development in the implementation of instructional materials<br>- Providing professional development in the implementation of the B.E.S.T. standards for reading to all teachers<br>- Monitoring lesson plans to ensure that instruction includes foundational reading skills, specifically for those students who have a demonstrated deficiency<br>-FCRR Literacy Walk-Through the monitor the plans in action<br><br>4-12- The equivalent of FSA Level 1 FAST Cambium and/or consecutive formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; reading fluency; and reading comprehension. | Galloway, Tireshia, gallowaytireeshia@gpcsmail.com |

## Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

**Describe how the school addresses building a positive school culture and environment.**

We value an equitable and accessible education for all children incorporating technology with the support of our parents, family, community, and business partners. We ensure we address the social/emotional and mental health needs of all our students and provide wraparound support and services to our families.

We have a Positive Behavior Support Team that will teach students and staff ways to teach behavior conducive to learning. Behavioral Health professionals and School counselors will work with groups of students on Zones of Regulation, Social Skills Group, Resilience Builder Program, Unstuck and On Target, PEERS, Safety Plans, Small Group having a focus on anger management, social skills or coping skills, Check-in, Check Out and other research-based strategies.

**Identify the stakeholders and their role in promoting a positive school culture and environment.**

Principal: Promoting collaboration among staff members, with proper focus and leadership, creates a a positive environment in which teachers can share best practices that are responsive to student needs. Thus, positively influencing our school culture with strategies that encourage collaboration.

School Counselor: Supports a positive culture and environment through lessons lesson they teach that are unique and different from academic instruction. Through the small group interactions and experience for students, our counselor ensures students feel safe, welcome, and included.

Teachers: incorporate PBS; a framework that brings together school communities to develop positive, safe, supportive learning cultures. PBS assists schools to improve social, emotional, behavioral, and academic outcomes for children and young people. to ensure all students have equitable and equal opportunities to learn in a positive environment.
Tier 1: Universal Prevention (All) Tier 1 supports serve as
the foundation for behavior and academics.
Tier 2: Targeted Prevention (Some) support focuses on
improving specific skill deficits students have.
Tier 3: Intensive, Individualized Prevention (Few)

Behavioral Health Professional (Social Worker): The work of Behavioral and Mental Health focuses on addressing school safety and mental health initiatives. The department will expand the prevention and intervention efforts
currently in place while concentrating on the social, physical, and emotional needs of our students.
The Department of Behavioral and Mental Health is responsible for the implementation of the mental health components as outlined in the Marjory Stoneman Douglas Public Safety Act.

School Advisory Council: this is a cohort of community members including parents, staff, business owners, and organizations that will learn about school initiatives and provide counsel on how to improve the school.

In addition, as stipulated within Florida Statute & Policy 2.09 our school ensures all students receive equal access to the pillars of Effective Instruction: Students immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42.