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School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

GRMS will create the best learning path for all students. Students understand the value of being engaged in their education as goal setting, college and career bound questioners, who recognize the value of all learning opportunities.

Provide the school's vision statement

GRMS will be a progressive school in which students are prepared to achieve at their highest level, preparing them for college and career, surrounded by an engaged community that is proud of its educational accomplishments.

B. School Leadership Team

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Brian Wilson

Position Title

Principal

Job Duties and Responsibilities

Responsible for communicating the goals, plans, and progress of the implementation of the SIP.

Leadership Team Member #2

Employee's Name

Julie Penn

Position Title

Academic Interventionist - Title 1 Parent Engagement Liaison

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #3

Employee's Name

Allison Romano

Position Title

Instructional Literacy Coach

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #4

Employee's Name

Lydia Yeoman

Position Title

Assistant Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #5

Employee's Name

Daryl Cullipher

Position Title

Assistant Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #6

Employee's Name

Danielle Waldrop

Position Title

Dean

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #7

Employee's Name

Elizabeth Register

Position Title

Testing Coordinator and WEB teacher

Job Duties and Responsibilities

No Answer Entered

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

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

The School Leadership Team created the SIP, then shared it with the teacher leadership team during preplanning week. The teacher leaders provided input prior to submission of the plan. Once school began, the SIP will be shared with our School Advisory Committee, as well as a group of student leaders. The input of these important stakeholders will be considered and modifications made as needed. The SIP will also be shared with the entire staff and made available to parents on our school website.

SIP Monitoring

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

Data will be collected from Math, ELA, and Reading teachers after each interim to monitor the progress of our subgroups. Our ILC will collect the reading data and our AP, Mrs. Yeoman, will collect subgroup data for Math and ELA. We will be checking to see how these students are performing relative to grade level expectations. Our SWD not performing to grade level will be provided small group interventions above and beyond regular small group instruction. These may be performed by the lead or ESE teacher during class time as the other co-teacher works with other students. We will also analyze FAST data after PM1 and PM2, and district CSAs, looking for students who need additional support. Our Academic Interventionist and ILC will create small groups of students in need of support based on this data. These small groups will meet during an elective class. Our Academic Interventionist teaches Intensive Reading three periods a day but is available three periods per day to support students. Our ILC supports students and teachers, but will make herself available to support small groups as needed, up to four periods per day when our Interventionist is unavailable. Feedback from our stakeholder groups, including students, will be considered as we find the best opportunities to support student growth.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	MIDDLE/JR. HIGH 6-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	25.1%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	83.8%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: B 2022-23: B* 2021-22: B 2020-21: 2019-20: B

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Absent 10% or more school days							110	97	103	310
One or more suspensions							62	57	79	198
Course failure in English Language Arts (ELA)							14	23	12	49
Course failure in Math							21	10	16	47
Level 1 on statewide ELA assessment							56	53	45	154
Level 1 on statewide Math assessment							48	41	44	133
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2024-25

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

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Students with two or more indicators							69	63	65	197

Current Year 2024-25

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

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

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days							81	74	93	248
One or more suspensions							62	66	63	191
Course failure in ELA							29	51	37	117
Course failure in Math							48	58	73	179
Level 1 on statewide ELA assessment							58	55	88	201
Level 1 on statewide Math assessment							25	30	59	114
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators							62	75	73	210

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

The number of students retained:

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

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

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

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	55	72	53	54	71	49	52	67	50
ELA Grade 3 Achievement **			21						
ELA Learning Gains	53	62	56				44		
ELA Learning Gains Lowest 25%	50	54	50				34		
Math Achievement *	63	81	60	67	79	56	62	37	36
Math Learning Gains	57	73	62				51		
Math Learning Gains Lowest 25%	53	65	60				41		
Science Achievement *	53	75	51	58	73	49	55	75	53
Social Studies Achievement *	85	93	70	85	87	68	85	65	58
Graduation Rate								70	49
Middle School Acceleration	68	73	74	60	68	73	59	51	49
College and Career Readiness								90	70
ELP Progress	65		49		49	40		71	76

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPI) than in school grades calculation.

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	60%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	537
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
60%	65%	54%	54%		58%	61%

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

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	35%	Yes	3	
Asian Students	77%	No		
Black/African American Students	44%	No		
Hispanic Students	57%	No		
Multiracial Students	69%	No		
White Students	61%	No		
Economically Disadvantaged Students	53%	No		
2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	28%	Yes	2	2

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Asian Students	69%	No		
Black/African American Students	32%	Yes	2	
Hispanic Students	61%	No		
Multiracial Students	60%	No		
White Students	69%	No		
Economically Disadvantaged Students	44%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	29%	Yes	1	1
English Language Learners	29%	Yes	1	1

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Native American Students				
Asian Students				
Black/African American Students	31%	Yes	1	1
Hispanic Students	54%	No		
Multiracial Students	69%	No		
Pacific Islander Students				
White Students	56%	No		
Economically Disadvantaged Students	43%	No		

D. Accountability Components by Subgroup

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

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	55%		53%	50%	63%	57%	53%	53%	85%	68%			
Students With Disabilities	22%		44%	46%	30%	47%	42%	17%	58%	10%			
Asian Students	71%		76%		88%	71%							
Black/African American Students	30%		56%	55%	31%	46%	50%	17%	65%	50%			
Hispanic Students	60%		53%	50%	68%	57%	35%	50%	82%	60%			
Multiracial Students	72%		55%		63%	64%	64%	67%	100%				
White Students	56%		52%	47%	65%	57%	53%	58%	87%	70%			
Economically Disadvantaged Students	45%		49%	49%	51%	54%	49%	44%	77%	59%			

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	54%				67%			58%	85%	60%			
Students With Disabilities	24%				35%			20%		33%			
Asian Students	46%				92%								
Black/African American Students	32%				37%			28%					
Hispanic Students	49%				75%			50%		69%			
Multiracial Students	57%				61%			62%					
White Students	57%				69%			61%	100%	58%			
Economically Disadvantaged Students	42%				53%			36%		43%			

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	52%		44%	34%	62%	51%	41%	55%	85%	59%			
Students With Disabilities	16%		28%	26%	25%	35%	34%	17%	48%	29%			
English Language Learners	27%		45%		36%	9%							
Native American Students													
Asian Students													
Black/African American Students	23%		26%	25%	31%	31%	22%	24%	67%				
Hispanic Students	47%		44%	39%	57%	47%	31%	60%	85%	74%			
Multiracial Students	64%		53%		74%	66%		64%	92%	73%			
Pacific Islander Students													
White Students	55%		46%	35%	66%	53%	48%	57%	87%	55%			
Economically Disadvantaged Students	36%		37%	35%	50%	47%	38%	38%	71%	36%			

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

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

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

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	6	54%	72%	-18%	54%	0%
Ela	7	58%	71%	-13%	50%	8%
Ela	8	53%	72%	-19%	51%	2%
Math	6	58%	78%	-20%	56%	2%
Math	7	53%	68%	-15%	47%	6%
Math	8	60%	81%	-21%	54%	6%
Science	8	48%	72%	-24%	45%	3%
Civics		84%	92%	-8%	67%	17%
Biology		100%	87%	13%	67%	33%
Algebra		89%	77%	12%	50%	39%
Geometry		100%	74%	26%	52%	48%

III. Planning for Improvement

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

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

Most Improvement

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

Our greatest improvement was in the Learning Gains for the lowest 25% in ELA. This data point improved from 34 in 2022 to 50 in 2024. There was no data point in 2023 due to the initial FAST testing. This past school year there were two actions we feel may have impacted this outcome. First, with our Title 1 funding, we were able to hire an Academic Interventionist. This enabled us to identify student who were likely to benefit from additional support who were not already enrolled in an Intensive Reading course. Our Interventionist pulled small groups from an elective, usually PE, twice a week. After each quarter, improvement was assessed to see if support needed to be maintained. Nearly 100 students received this support at some point throughout the year.

Lowest Performance

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

Our lowest data component is the MS Acceleration for SWD. We had only 10% of SWD complete the requirement for MS Acceleration.

The vast majority of academic supports for math students in the 8th grade take place in our co-taught Pre-Algebra classes. As a general rule, we have not had a support facilitator or co-teacher in Algebra classrooms. However, if we were to be intentional in our placement of SWD in Pre-Algebra, then we may be able to free up a period for a support teacher to go into an Algebra section. This would increase the likelihood of a SWD being successful in Algebra, support every day, as well as encourage students, parents, teachers, and administration, to challenge more SWD to enroll in and pass a high school course and corresponding EOC.

Greatest Decline

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

Our 6th grade Math Achievement dropped from 76 to 58. There was a lack of consistency across the PLC processes with respect to engagement strategies, common formative/summative assessments, and analysis of the data. There are systems in place to generate improvements of the PLC process, and thus student learning outcomes, for the coming year.

Greatest Gap

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

The greatest gap was our students' performance on the Civics exam. We had 85% of students pass the exam compared to 68% for the state. This 17-point gap is likely due to the intentionality our Civics PLC have in planning engaging strategies/lessons that focus directly on the standards, every day. These teachers have a common planning period and have had district support as needed throughout the year.

EWS Areas of Concern

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

The data indicate that 310 of our students were absent at least 10% of the days. Thus, approximately 34% of our students missed 18 or more days of school. This seems excessive and likely plays a factor in students' ability to learn and achieve to their full potential.

We also had too many students score a level 1 on the ELA (17%) or Math (15%) FAST.

Highest Priorities

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

1. Improving ELA/Reading performance of our SWD subgroup.
2. Attendance rate for all students
3. Decrease suspensions

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

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

Area of Focus #1

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

Our SWD subgroup scored 35% on the total points index, short of the 41% benchmark. This is the 3rd year falling short of the benchmark. While learning Gains have been decent, the achievement level has been deficient. Only 22% of SWD scored at least a 3 on the ELA assessment and 30% scored at least a 3 on the Math assessment. Students' ability to read and write well impacts all areas of their growth, academically and socially.

Measurable Outcome

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

Our goal will be to, at a minimum, score 41% of the total points possible index for this subgroup. We scored 35% last year and desire to score at least 41% this coming year.

Monitoring

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

Classroom assessments, CSAs (Common District Summative Assessments), as well as FAST PM1 and PM2 will be monitored in ELA classes. We use core phonics and a MAPS diagnostic, each three times per year, in Intensive Reading classes to monitor progress for individualizing learning pathways. We will be checking to see if students are working at grade level as well as their gains throughout the year, both of which are important components in the relative index. Monitoring the progress of these students will allow for more specific interventions to meet the needs of each student.

Person responsible for monitoring outcome

Allison Romano - ILC

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the

measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

We plan to schedule professional learning early in the year in the Science of Reading for ELA teachers, as well as any IR teachers not yet trained on this research-based strategy.

Rationale:

ELA teachers are instructing Code A courses, which includes students in need of reading interventions.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Small group interventions implemented by Academic Interventionists, based on progress monitoring data. Small group instruction and station rotations in ELA classrooms.

Rationale:

Small group instruction based on data analysis/student needs is a research-based best practice.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Collaboration and Follow-through

Person Monitoring:

Allison Romano

By When/Frequency:

Quarter 1

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

Intensive Reading teachers are scheduled to participate in training in the Science of Reading. Afterwards, our ILC will facilitate a PLC after school where implementation is planned with ELA and IR teachers. PLCs and walkthroughs will occur throughout the year.

Action Step #2

Student Data Analysis

Person Monitoring:

Julie Penn, Vicky Alvarez, ELA PLCs

By When/Frequency:

Weekly during PLCs

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

PLCs will analyze data weekly to determine which students (target SWD) are most in need of Tier 2

small group interventions and refer to our Interventionists. These students would be pulled twice a week from an elective (generally PE), with parent approval. Progress of the students will be monitored weekly to determine if the need still exists. Groups of 4 to 6 will be planned. PLCs will also analyze data from formative/summative assessments to determine groups for additional support/remediation or enrichment.

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

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

We had approximately one-third of all students absent 10% or more of the school days. The percentage of 6th graders missing 10% or more was slightly greater at about 37%. When students miss school they miss important direct instruction as well as interactions with peers that impacts learning. Falling behind in class can have a domino effect on students who already struggle with learning. The percentage of students missing 10% or more days grew nearly 6% from the previous year. Overall achievement decreased year to year, reflecting what may be expected from increased absenteeism.

Measurable Outcome

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

Ideally, we would like no student to miss as much as 18 school days, which equates to 10% for an entire year. However, for this school year, our goal will be that less than 25% of students miss 10% or more school days. This goal is for each grade level as well as our entire student body. This would equate to a reduction of 12%, 37 to 25.

Monitoring

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

We will run an attendance report every two weeks to see which students are missing too many days. A letter goes home after 5 days of absence. We will also make phone and email contact with families beginning at 5 absences. Teachers will communicate with guidance counselors as students begin to fall behind or decrease in performance due to absenteeism. By intervening early, we hope to keep students on track for success.

Person responsible for monitoring outcome

Lydia Yeoman - Asst. Principal; Amy Kelly and Tony Canoura - Guidance Counselors

Evidence-based Intervention:

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

Description of Intervention #1:

As part of our PBIS plan, we will be having a Tardy Party bi-weekly during lunches. Students having had no unexcused tardies or absences will be eligible to spin a wheel to win a prize. This will vary each time but include things such as a bag of popcorn or other treat, AFTER they have eaten their lunch.

Rationale:

We are trying to incentivize students being at school and getting to class on time. By providing a reward every two weeks, we hope to increase the likelihood that students will believe they can achieve the goal. Also, by doing this at lunch, we hope to encourage other students as they view their peers earning this reward. Given that excused absences does not eliminate qualification, we believe ALL students are capable of earning this reward. In doing so, they create positive habits that may improve achievement.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Collect necessary data for attendance and tardiness. Purchase rewards. Prepare for many students to earn the reward, meaning that we have a limited amount of time for each lunch.

Person Monitoring:

Danielle Waldrop

By When/Frequency:

Bi-Weekly

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

We will monitor how many students are eligible for the reward every two weeks. If this increases or at least maintains then there is some evidence it has been successful. We will also monitor the attendance every two weeks and see what % of students have more than 4 days at the end of quarter 1, and 9 or more by the end of the first semester. This will provide a gauge of how we are doing compared to recent years.

Area of Focus #2

Other

Area of Focus Description and Rationale

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

reviewed.

Per Early Warning Indicator data, the number of students assigned ISS or OSS has increased each of the last three years, 177 to 191 to 198 this past year. Our number of students has remained mostly constant at 900 over this period of time. It is somewhat notable that the cohort having just moved on to the high school had the highest number of students receiving ISS or OSS each of the past three years, and also had the fewest number of students. Students missing school or class time due to suspension miss valuable learning time.

Measurable Outcome

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

We had 198 students, approximately 22% assigned ISS or OSS this past school year. Our goal for attendance was a drop of 12% for chronic absenteeism. We will have a similar goal for suspensions. We hope to reduce 22% to 10% of students having been assigned ISS or OSS, which would be approximately 30 students per grade level.

Monitoring

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

Our deans will provide data every two weeks identifying the number of students having been assigned ISS and OSS. Again, as student's actions result in ISS or OSS, they are missing valuable class time. Our ISS supervisor requests work from teachers each day as students are assigned ISS. Students and parents may also access classwork via Schoology. However, the direct instruction and peer interactions that are lost likely have negative impact on student learning.

Person responsible for monitoring outcome

Patrick Halloran and Danielle Waldrop - Deans, Joshua Roys - ISS supervisor

Evidence-based Intervention:

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

Description of Intervention #1:

We have a newly created Behavior Matrix and reward system as part of our PBIS plan.

Rationale:

The PBIS plan, when implemented consistently across the building, will help students better understand what is expected as they move from one classroom to another, as well as in other areas of the building.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

We have changed our Bell Schedule so that students migrate to class by grade level.

Rationale:

We have approximately 900 students. Our hallways are very crowded when all students are released at the same time. According to data, nearly 25% of behavior referrals occurred in our hallways. There are many opportunities for students to engage in inappropriate behaviors when tightly packed in the halls. As students congregate for social interactions, this creates congestion. By greatly reducing the traffic and time students have to get from one class to another, we believe there will be fewer misbehaviors that result in disciplinary actions, such as ISS or OSS.

Tier of Evidence-based Intervention:

Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Token System of Rewards

Person Monitoring:

Danielle Waldrop - Dean

By When/Frequency:

Ongoing

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

GRMS expectations, as outlined in the matrix, will be taught in the classrooms by teachers the first week of school, as well as communicated to students by administration as part of grade level meetings the second day of school. The GRMS Matrix will also be posted in classrooms and throughout the school as constant reminders for students. Staff will observe students and provide tickets as students demonstrate positive actions/behaviors that reflect the matrix. Students will have opportunities to "spend" the tickets they earn. They may use them to eat outside during lunch, "purchase" items from a cart, and to "pay" their toll to go outside on field days.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

The methods that Gamble will use to disseminate our SIP will begin in September as we invite students and parents to a Curriculum Night on September 26th. We will present our SIP as part of our Title 1 discussion using a Power Point presentation that breaks the plan down into digestible steps using accessible language. We will also present our SIP at the first September PTO and SAC meetings to further our outreach to stakeholders. The SIP will also be shared with parents via the weekly newsletter and accessible on our school's webpage.

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

Our school's mission to provide the best learning path for students involves many stakeholders. Our Stingray newsletter goes out every week to keep our staff and families informed of events on a weekly basis. Included in this communication are reminders about how to access resources on our Schoology pages to help keep everyone up to date on student progress. We also sent periodical flyers home to announce extracurricular opportunities such a Robotics Club, tutoring, Debate Club, and a variety of sports activities. We continue to offer a community reach-out plan to distribute food to needy families in partnership with Regeneration Fellowship Church. Food and supplies are made available to our students each week based on need. We are able to support every family seeking this

support through our in-house pantry, which gets replenished by our stakeholders as the need arises. Our school's webpage is updated regularly and can be found at: <http://www-grms.stjohns.k12.fl.us/>

Plans to Strengthen the Academic Program

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

One area of focus we will emphasize to strengthen our academic program this year is addressing our students with disabilities. We will implement small group reading interventions using three of our staff members. Students with both an IEP and Level 2 status on the last FAST test will be pulled twice a week from their PE elective in order to receive support with reading comprehension in a small group setting.

We offer honors sections in each core content area for students who both excel and thirst to be challenged. Many, though not all, of these students are identified as gifted. We have staff endorsed in gifted programming to extend content for enrichment purposes. We also offer five courses for high school credit. There are two science, biology and physical science, two math, algebra 1 and geometry, as well as Spanish, which students are able to earn high school credit for Spanish 1 by completing a two-year course.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

N/A

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

We are in agreement that social or "soft" skills are vital to student achievement. Our school motto is **Resilience Always Yields Success**, which is a play on our mascot, the Stingrays. We believe that challenges are inevitable and that acquiring the skills and mindset to overcome them helps us to better reach our goals.

We have numerous things in place to help students acquire the skills to reach their potential. We also believe this is a team effort. Parents play the most essential role but we are able to support this while students are in our care.

We streamlined how students may request to meet with a guidance counselor. This will minimize students time out of class, but also ensure that a student in crisis will be seen right away.

Our MTSS team meets weekly. Students are referred based on data, observations, and teacher recommendations. One outcome of these meetings may be that students are scheduled to meet with our mental health counselor, who is present here 3 days a week.

Students in need may be referred to outside mental health counseling by our district assigned social worker through a program called Brave.

A new program at our school, which has been spreading across our district, is called Sources of Strength. We have a team of staff who have been trained and students being referred to serve as supports for their peers when it comes to healthy lifestyle choices. These students will be getting trained in on October 11, 2024.

We are in our 2nd year offering female students the GEMS (Girls Empowered in Middle School) program. This group meets monthly where they participate in team-building activities and learn affective skills from staff and invited guests.

Our popular Best Buddies programs offer sensitivity training for participants and frequent opportunities for students to put skills into practice. The general education students meet weekly with our self-contained IND students. They eat together, play games, do crafts, and many other fun things. This program has assisted in the creation of a caring culture where students are more understanding of each other's needs and abilities. Like society, we have work to do, but those involved in Best Buddies have been wonderful role models.

We are in the 2nd year of a mentoring program. Community volunteers get trained and meet with students weekly. Staff members recommend students and those interested in participating with parental consent spend their lunch with a mentor. Last year we had approximately 30 students participating at some point. Thus far, we have 10 students involved this year with hopes of adding more moving forward. We also have district staff members who have volunteered to serve as mentors.

Finally, we are in the process of connecting some at-risk 6th graders with 8th grade students having demonstrated good character and a willingness to support their younger peers. The hope is that some at-risk students will be more likely to attend school if they are able to connect with their older "mentor". The 8th graders are enrolled in our WEB (Where Everyone Belongs) program and have participated in leadership training as part of the curriculum.

Preparing for Postsecondary Opportunities and the Workforce

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

Our Guidance Counselors spend days with 8th grade students as part of the Civics and Career Planning course. They are exposed to multiple career pathways as well as the potential educational and technical training programs that are most likely to prepare them for success.

We also have an AVID elective course. Currently, about 150 of 900 students are enrolled in this course. Here they have opportunities to dive deeper into college and career options. This enables them to make more informed decisions as they prepare for high school. Our district has many options of career academies and students are able to apply, even for those at schools out of zone, depending on availability. Students zoned for a school get first choice.

We also have guest speakers at times. Both our AVID program and Agriscience are known for bringing in experts in certain areas to provide students with insights.

Addressing Problem Behavior and Early Intervening Services

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

The MTSS team holds weekly meetings to discuss, plan, and monitor the needs of our students. Some students may be assessed and placed in the ESE program through this process, while others may require additional support. This support could include participation in small academic groups or receiving interventions led by our behavior interventionist. The timing and frequency of interventions depend on which tier of support the student is in. The team involves parents early in the process and maintains open communication with them throughout each step of the MTSS process.

Professional Learning and Other Activities

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

Our PL plan is two-phased. We have a district level and in-house component.

Every 4th Wednesday of the month, district CAST (Curriculum Area Support Team) members provide PL that is differentiated based on content area.

Every other 2nd Wednesday, we provide in-house PL based on our school's needs. This PL may be based on our SIP goals or based on data collected through formal observations or walk-throughs. We have teachers trained to provide PL for AVID engagement strategies as well as staff with exceptional abilities who are able to demonstrate skills we desire to be more broadly enacted. We believe that teachers can learn a great deal from their peers and when doing so have the opportunity to frequently engage in dialogue that may assist in refining these skills.

We also have a new teacher cadre program where trained teachers are able to provide monthly support of specific areas outlined by the district.

New teachers are also assigned a mentor they may lean on when having questions or in need of support in area unique to them. This can provide a safe space to ask questions they may feel less comfortable asking their evaluator or asking in a larger department or faculty meeting.

Strategies to Assist Preschool Children

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

N/A

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

All academic resources are vetted and approved via CAST (Curriculum Area Support Team) as well as the Accountability and Intervention Services dept at the district level. Tier 1 resources are chosen by a team that includes teachers, parents, and community. Tier 2 and 3 resources are also district approved but chosen based to meet the needs of individual students.

Specifics to Address the Need

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

We have a plan to provide additional support for SWD who are not enrolled in Intensive reading. Students will be provided Tier 2 support in reading comprehension. We will utilize PM1 and PM2 data to determine which students continue to need support and which students are making adequate progress towards performing at grade level. These students will meet in small groups with reading teachers twice a week. This will occur during an elective class and need the consent from parents. These teachers have been trained to provide this support. Students making significant progress may transition out of this tier 2 support and others may be added to the small groups based on data analysis. Our primary goal is to improve the achievement and learning gains of SWDs to the level that this subgroup is no longer on the watch list.

VII. Budget to Support Areas of Focus

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

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00