GAMBLE ROGERS MIDDLE SCHOOL

2025-26 Schoolwide Improvement Plan

Table of Contents

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 (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of GRMS is to support the development of positive character and academic achievement that meet the unique needs of each student.

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, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

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

brian.wilson@stjohns.k12.fl.us

Position Title
Principal

Job Duties and Responsibilities

Communicating and monitoring goals, plans, and progress of the SIP.

Leadership Team Member #2

Employee's Name
Allison Romano

allison.romano@stjohns.k12.fl.us

Position Title
Instructional Literacy Coach

Job Duties and Responsibilities

Professional Learning, Supporting Instructional Practices, and leading MTSS.

Leadership Team Member #3

Employee's Name
Susan DeAcutis

susan.deacutis@stjohns.k12.fl.us

Position Title
Behavior Interventionist

Job Duties and Responsibilities

Supporting teachers with Tier 1 classroom management and working with students exhibiting Tier 2 behaviors.
Title 1 Parent/Family Engagement liaison.

Leadership Team Member #4

Employee's Name
Danielle Waldrop

danielle.waldrop@stjohns.k12.fl.us

Position Title
Dean

Job Duties and Responsibilities

PBIS team leader and responsible for collecting data related to PBIS goals.

Leadership Team Member #5

Employee's Name
Danielle Holtman

danielle.holtman@stjohns.k12.fl.us

Position Title
WEB and SOS coordinator

Job Duties and Responsibilities

Organizing activities with WEB and SOS students that support positive culture and climate in the school.

Leadership Team Member #6

Employee's Name
Kenyana Hampshire

kenyana.hampshire@stjohns.k12.fl.us

Position Title
Guidance Counselor

Job Duties and Responsibilities

Organizing community mentors for students in need of weekly check-ins.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

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

SAC parent and staff surveys were reviewed prior to developing the SIP. The school leadership team was part of the development of the plan. However, since the SIP was needed to be completed prior to school beginning and most staff returning, there was limited direct stakeholder feedback prior to submission. We will share the SIP with stakeholders when completed and make adjustments to our plans based on feedback.

3. 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 (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

Data will be collected from all ELA teachers after each formative and summative assessment, as well as CSAs, to plan during PLC time to target interventions. All VE teachers will collect class grade data

for SWD at each interim and end of quarter. This will be for purposes of identifying students in need of the greatest support. We will also collect and analyze CSAs, PM1, and PM2 data for the purpose of identifying deficiencies related to grade level targets. One tool for collecting data is Grade Cam. We also utilize Performance Matters to view and analyze compiled data. The tools are great for analyzing subgroup data. After identifying areas of need, PLCs will plan for classroom interventions designed to improve mastery.

Literacy walkthroughs also provide insight into how well teachers are executing best-practices with fidelity. These are non-evaluative but provide data for discussion and PL plans.

Our SIP will be shared with stakeholders via the newsletter, SAC at a fall meeting, and during our Title 1 meeting. We will welcome feedback from all stakeholders and plan to provide progress updates during both SAC meetings and other engagement events, such as Data and Donuts.

C. Demographic Data

2025-26 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**
2024-25 TITLE I SCHOOL STATUS	**YES**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**88.8%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **ENGLISH LANGUAGE LEARNERS (ELL)*** **ASIAN STUDENTS (ASN)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: B** **2023-24: B** **2022-23: B** **2021-22: B** **2020-21: B**

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment							248	280	289	817
Absent 10% or more school days							33	57	76	166
One or more suspensions							13	65	72	150
Course failure in English Language Arts (ELA)							11	13	79	103
Course failure in Math							10	26	50	86
Level 1 on statewide ELA assessment							28	38	46	112
Level 1 on statewide Math assessment							22	30	25	77
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 2025-26

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							11	44	80	135

Current Year 2025-26

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									2	2
Students retained two or more times										0

Prior Year (2024-25) 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							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

Prior Year (2024-25) 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							69	63	65	197

Prior Year (2024-25) 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								1	1	2
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

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 2024-25 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	58	74	58	55	72	53	54	71	49
Grade 3 ELA Achievement			27			21			
ELA Learning Gains	55	66	59	53	62	56			
ELA Lowest 25th Percentile	48	55	52	50	54	50			
Math Achievement*	66	80	63	63	81	60	67	79	56
Math Learning Gains	63	72	62	57	73	62			
Math Lowest 25th Percentile	57	63	57	53	65	60			
Science Achievement	52	76	54	53	75	51	58	73	49
Social Studies Achievement*	78	93	73	85	93	70	85	87	68
Graduation Rate									
Middle School Acceleration	59	73	77	68	73	74	60	68	73
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	57		53	65		49	49		40

*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 (FPPI) 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)

2024-25 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	2
Total Points Earned for the FPPI	536
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
60%	60%	65%	54%	54%		58%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 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.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

	2024-25 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	37%	Yes	4	
English Language Learners	35%	Yes	1	
Asian Students	73%	No		
Black/African American Students	48%	No		
Hispanic Students	59%	No		
Multiracial Students	53%	No		
White Students	61%	No		
Economically Disadvantaged Students	52%	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.

2024-25 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 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	58%		55%	48%	66%	63%	57%	52%	78%	59%			
Students With Disabilities	26%		47%	43%	37%	54%	49%	13%	47%	21%			
English Language Learners	17%		47%	50%	22%	41%							
Asian Students	72%		72%		71%	76%							
Black/African American Students	42%		55%	47%	44%	54%	52%	29%	57%				
Hispanic Students	51%		58%	59%	64%	60%	54%	51%	74%	63%			
Multiracial Students	55%		47%	47%	54%	46%	45%	39%	84%	50%			
White Students	60%		55%	48%	70%	64%	60%	54%	79%	59%			
Economically Disadvantaged Students	50%		55%	43%	57%	57%	53%	39%	69%	48%			

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%			

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 | 2024-25 SPRING | | | | |
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	63%	76%	-13%	60%	3%
ELA	7	57%	74%	-17%	57%	0%
ELA	8	56%	75%	-19%	55%	1%
Math	6	69%	81%	-12%	60%	9%
Math	7	54%	63%	-9%	50%	4%
Math	8	60%	83%	-23%	57%	3%
Science	8	47%	75%	-28%	49%	-2%
Civics		80%	93%	-13%	71%	9%
Biology		100%	90%	10%	71%	29%
Algebra		85%	78%	7%	54%	31%
Geometry		100%	74%	26%	54%	46%

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 last year to this was achievement in 6th grade Math, an improvement of 11 pts. (58 to 69).

The biggest difference was likely having the same teachers in the classroom all year. Last year we had new teacher who left at spring break, and who did not mesh well with her PLC. An effective PLC makes a huge difference. We also had ongoing support from a district math specialist. The specialist met with the PLCs and also observed classes on occasion and provided feedback.

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 achievement in general science, not Biology, has been a great concern. The previous year we scored a 48, not strong, and this year it dropped even further to 47. For SWDs, the pass rate dropped from 17 to 13. After losing two teachers a couple of years ago, we have struggled to find consistent staffing, having a non-certified long-term sub in one of the classrooms most of this past year. This impacts not only the students in this classroom, but also the effectiveness of the PLC.

Greatest Decline

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

Our MS Acceleration score dropped 9 pts, 68 to 59. One reason for this decline could be that many students assigned summer bridge work do not complete it. We also have students whose parents request they not be assigned to Algebra to minimize stress/anxiety. Also, students not performing well in Algebra the first semester are usually removed so it does not negatively impact their high school transcript.

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.

While the high school courses have the biggest positive gap, that is expected since the state results also include high school students. For the middle school, our civics and math 6 both scored 9 pts above state averages. The math 6 results were discussed earlier. For civics, our scores actually went down this year. However, given that we still have a strong teacher who knows the standards very well, as well as strategies to effectively engage the students, our students are still performing well compared to the state average. We also have a district social studies specialist who supports our civics PLC. This is helpful, especially when it comes to new teachers. This past year, 2 of our 3 civics classrooms had either changes or long-term subs at one point.

EWS Areas of Concern

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

Approximately 25% of this year's 7th and 8th graders had at least one suspension last year. This includes both ISS and OSS. We have a goal to reduce the number of suspensions.

Highest Priorities

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

1. SWDs will earn at least 41% of the total possible points
2. Decrease the number of students being assigned OSS
3. Reduce the number of students being absent 10% or more days

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

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.

Our focus will be on improving the overall achievement of our SWD subgroup. This was the 4th year falling short of the 41% of total points benchmark. By implementing best practice for SWD, we believe our general ed students will benefit as well, thus improving our school overall achievement.

Measurable Outcome

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 primary academic goal this year is to increase our total pts to at least 41% for our SWD subgroup. Last year, our SWD subgroup scored 37% of the total points index.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Classroom formative and summative assessments, interim and quarterly grades, CSAs (Common Summative Assessments), as well as FAST PM1 and PM2 will be monitored by ELA, science, math, social studies, and VE teachers. Many of the SWD are also enrolled in an Intensive Reading class. We use core phonics, dibels, and MAPS diagnostic, each 3 times per year, to monitor progress for individualized learning pathways. We will be checking to see if SWD are working at grade level as well as making gains throughout the year, both of which are important components that determine the total points index. Specific interventions that meet the unique needs of each student will be determined based on these data points.

Person responsible for monitoring outcome

Allison Romano - ILC

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the

evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
We will be implementing small group instruction in standard ELA classes on a regular basis. Stations/ Rotations will be designed to support the needs of students based on formative and summative assessments.

Rationale:
Engaging students in small groups based on progress monitoring data 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

Description of Intervention #2:
Professional Learning for instructional staff each month

Rationale:
Teachers who learn effective strategies to engage students in learning are more likely to practice and refine their craft, leading to increased student achievement.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Data Analysis

Person Monitoring:	**By When/Frequency:**
Leader for each ELA PLC	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Each ELA PLC will analyze the data collected from common assessments to identify areas students have not mastered and reteaching is necessary.

Action Step #2
ILC will plan with ELA PLCs and implement small group stations/rotations.

Person Monitoring:	**By When/Frequency:**
Allison Romano	Every 3rd week

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Our ILC will plan with each grade level ELA every 3rd week during their PLC. The following week, she will work with these teachers in their classrooms to implement the small group stations/rotations. This

will allow for 3 teachers in the room to be supporting students, the lead teacher, the VE teacher, and the ILC.

Action Step #3
Professional Learning for Instructional Staff

Person Monitoring:	**By When/Frequency:**
Lydia Yeoman - Assistant Principal	Monthly - 2nd Wednesdays

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Professional learning for the faculty will take place monthly on a Wednesday afternoon. We will focus on high-impact strategies from Visible Learning within the Zone of Desired Effects. Each session, led by Ms. Yeoman (AP), Ms. Romano (ILC), and Ms. Bohanan (AVID Trainer) will model an evidence-based engagement structure that teachers can use across all subjects and grade levels. These strategies are not only proven to be effective but also offer practical and enjoyable ways to enhance instruction. The sessions will incorporate a variety of structures to support engagement, differentiation, and meaningful connections among students that are aligned to our SIP goals. These approaches will also promote consistency in how students interact with content and texts, supporting overall academic growth as teachers incorporate them into their daily instruction. New teachers participate in a monthly cadre to review procedures and strategies related to GRMS, the district, and the profession. In addition to the cadre, they are each assigned a mentor to offer support unique to their subject or grade level. The partnership provides a safe space for the mentee to ask questions outside of their evaluator.

Area of Focus #2

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

ESSA Subgroups specifically relating to English Language Learners (ELL)

Area of Focus Description and Rationale

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.

Our ELL students scored 35% of the total points index this past year. It had been since 2022 when we had enough students to be scored in this area. Our score in 2022 was 29% of the total points index.

Measurable Outcome

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 is that our ELL subgroup would achieve at least 41% of the total points index this school year. While our current enrolled of ELL students does not meet the threshold for accountability, this could change in coming weeks. We will follow-through with our plan regardless of the number of ELL students we have enrolled.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Our Guidance Counselors will check-in with each ELL students teachers via email on a bi-weekly basis. We will collect data on current course grades, primarily core classes and IR, as well as CSAs and FAST PM 1/PM 2.

Person responsible for monitoring outcome
Tony Canoura - Guidance Counselor

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Individualized Support from both the student's assigned Guidance Counselor and a district specialist. The Guidance Counselor intervention is new.

Rationale:
Having both the district specialist AND a in-house Guidance Counselor monitor progress, will help assure all data is analyzed and students are provided timely support to increase achievement. The hope is that this plan will assure students feel well connected to at least one adult at school outside of the classroom, and monitor the overall academic progress of each student, resulting in increased achievement.

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Check-Ins

Person Monitoring: **By When/Frequency:**
Tony Canoura and Kenyana Hampshire -   Bi-Weekly
Guidance Counselors

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Guidance Counselors are assigned students by their last name. Each Guidance Counselor will meet with their assigned ELL students. Based on current numbers this should be 5 or less students each. They will each schedule to meet on a bi-weekly basis, at a minimum. This will give them an opportunity to discuss the data gathered from teachers, how they can better support the student, and be sure parents are in the loop on progress at school. Already in place across the district is the

weekly visitation of district specialist comes to our school to meet with ELL students individually. The specialist monitors progress, provides support for teachers when possible, and shows students what resources are available to them and how best to utilize them.

IV. Positive Learning Environment

Area of Focus #1

Other: Suspensions

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 decreased last year for the first time in several years. Also, of the Title 1 middle schools in the county, we had the lowest % of students having been assigned OSS. However, 14% of students being assigned at least one day of OSS is still too many. Additionally, we had a higher # of days missed per student assigned OSS (4.2) than the other Title 1 middle schools. This could have been due to incidents being more severe, us having more students with multiple incidents, or our school deciding to assign more days for similar incidents.

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 is to decrease the number of students assigned and OSS to 10%. Additionally, we would like to reduce the # of days missed for student assigned OSS to less than 3.5, which would be fewer days than any of the other Title 1 schools in our county this past 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.

Progress towards this goal will be checked each quarter. The goals will be communicated to the students and staff, as well as our progress each quarter. When students are suspended, they miss valuable information that impact their achievement.

Person responsible for monitoring outcome

Danielle Waldrop - Dean

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the

evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Implementation of PBIS (Positive Behavioral Interventions and Support).

Rationale:
Providing rewards for positive behaviors creates incentives for students to do what they already know to proper. Establishing school-wide and classroom expectations that are consistently followed with fidelity, provide students with more structure.

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Posters across the building communicating common expectations.

Person Monitoring:	**By When/Frequency:**
Danielle Waldrop - Dean	Were posted on the first day of school

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Our GRMS (Growth, Respect, Mindful, Safety) posters were created collaboratively by staff and posted in all classrooms. Teachers were able to add expectations specific to their room. We are also posting GRMS Expectations in the common spaces, such as the cafeteria and hallways.

Action Step #2
Behavior Interventionist

Person Monitoring:	**By When/Frequency:**
Susan DeAcutis - Behavior Interventionist	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
We were able to hire this position, new this year. Our BI will work with teachers having Tier 1 behavioral challenges in their classroom. The BI will meet with students 1-1, contact parents, and create small groups to address common behaviors negatively impacting growth, such as frequent tardiness. Progress will be monitored by examining attendance and tardiness of students with infractions/referrals, as well as ISS/OSS of the same students the BI began working with at some point. We would like to measure improvement of students receiving the interventions from the BI.

Action Step #3
PBIS Rewards

Person Monitoring:	**By When/Frequency:**
Danielle Waldrop - Dean	Bi-Weekly and ongoing

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

step:
A Tardy Party will occur bi-weekly during lunches where students with no unexcused tardies or absences during the previous two weeks will be able to play a game to win a prize. A Pop-Up cart will go around to classes intermittently (once or twice per week) from which students will be able to purchase items using the tickets they have earned for demonstrating positive behaviors. Students will be able to qualify for a quarterly Field Day by avoiding any type of suspensions and using two of the tickets they have earned. All tickets collected from students each quarter will be placed in a bin for drawings of higher value items.

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 20 U.S.C. § 6314(b) (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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

Our SIP is accessible at our website: https://www-grms.stjohns.k12.fl.us/
The SIP will also be shared with all staff and parents via the weekly newsletter.
We will also share the essential elements as part of our Curriculum Night. The SIP will be broken down into small chunks and listener-friendly language, avoiding too much education verbiage.

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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

Our website: https://www-grms.stjohns.k12.fl.us/ has quick access to our PFEP plan on the left side of the page. This will be updated as events are planned.
Our mission statement specifically states our desire "to support the development of positive character and academic achievement that meet the unique needs of each student." The wording was intentionally written in a manner that recognizes that this is a TEAM effort. Our staff will support students and maintain contact with parents so as to work collaboratively toward academic growth. We also note that each student has unique needs. This mindset allows us to provide tiered supports, both academically and behaviorally. Early communication is important. Our staff is encouraged to contact parents early on when challenges arise and also look for opportunities to share positive growth.
We provide weekly food support from our school pantry. Students are identified as having a need or

may be referred. We also offer support for needy families each Thanksgiving and Christmas. At Thanksgiving, a turkey and the fixings are provided to families. At Christmas, dozens of families are provided gifts for their, of all ages, not just our middle schoolers.

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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Our primary measurable goal is to improve achievement of our SWD subgroup. This represents about 30% of our student body. However, in doing so, we strongly believe the best-practices will also improve achievement of all students, elevating our school's accountability measures. As outlined in the Areas of Focus, we will incorporate PLCs in our standard ELA classes to plan for stations that target the areas of deficiencies. These intentional practices will focus and improve the quality of the learning time.

We are intentional in planning drills and other events that take away from instructional time, including scheduling first period with 5 additional minutes to account for morning announcements.

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: two science, biology and physical science, two math, algebra 1 and geometry, as well as Spanish. 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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

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 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.

We are continuing our Sources of Strength program. 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.

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 3rd 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.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

During Core, students of concern are brought to the team for discussion. Typically, the school counselor conducts check-ins with the student to assess the level of concern and determine the supports that may be needed. Based on this assessment, the team can make a referral to District Mental Health Counseling (in-school) or submit a BRAVE referral for outside counseling. However, if a student is of immediate concern and the team feels it is appropriate, an automatic referral to BRAVE or District Mental Health Counseling can be made.

We have a mentor program that has adults coming in during lunch and students are recommended by the CORE team or teachers.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(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 800 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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

Early intervention includes our Behavior Interventionist. Teachers having tier 1 misbehaviors contact our BI who will meet with the student and also contact the parent. Having teachers and our Interventionist communicate with parents helps provide a bigger picture of not only what behaviors are being exhibited, but also what may be the cause of the misbehavior. This provides a more comprehensive and collaborative approach designed to prevent students from reaching tier 2 or 3 behaviors that could result in ISS or OSS.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Professional learning for the faculty will take place monthly on a Wednesday afternoon. We will focus on high-impact strategies from *Visible Learning* within the Zone of Desired Effects. Each session, led by Ms. Yeoman (AP), Ms. Romano (ILC), or Ms. Bohanan (AVID trainer) will model an evidence-based engagement structure that teachers can use across all subjects and grade levels. These strategies are not only proven to be effective but also offer practical and enjoyable ways to enhance instruction. The sessions will incorporate a variety of structures to support engagement, differentiation, and meaningful connections among students that are aligned to our SIP goals. These approaches will also promote consistency in how students interact with content and texts, supporting overall academic growth as teachers incorporate them into their daily instruction.

New teachers participate in a monthly cadre to review procedures and strategies related to GRMS, the district, and the profession. In addition to the cadre, they are each assigned a mentor to offer support unique to their subject or grade level. The partnership provides a safe space for the mentee to ask questions outside of their evaluator.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V),

ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources
Describe the process you engage in with your district 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) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

One area of great need identified by the data is for additional support in science and social studies. Our SWD scored 39 pts lower in science than All students. Our SWD scored 31 pts lower in social studies than All students. While no SWD have goals aligned with science or social studies, we will now have a VE (Varying Exceptionalities) teacher assigned to support students in each subject. Our primary focus will be 8th graders in general science and civics. Many of these students will need support in both content areas. These two teachers will push into classes where the support needed is greatest, and their schedules allow. Each also teach two periods of Learning Strategies so they are only available four periods. However, many of the students enrolled in Learning Strategies are the same students being supported in social studies and science. For students in other classes in need of support, the VE teachers will consult with them as needed and maintain communication with the lead teacher. These VE teachers will also communicate with our 6th grade science teachers and support them with struggling SWD as needed and possible. Our goal will be to increase the scores on the science and civics accountability assessment by at least 5 pts and close the gap between general education and SWD.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	**No**

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