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## School Board Approval

This plan was approved by the Manatee County School Board on Original date for School Board approval 10/8/24 - Rescheduled due to Hurricane. School Board approved 10/22/24.

## 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:

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

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

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Dr. Mona Jain Middle School will foster a safe, caring and creative learning environment that inspires students to realize their full potential as they positively impact the world around them.

### Provide the school's vision statement

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Creating an environment that fosters excellence.

## 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

Kate Barlaug

#### Position Title

Principal

#### Job Duties and Responsibilities

---

Walks & Observations Lesson Plan Review

Clerical

Fine Arts

Media

Science

Social Studies

Back to school meetings

Clinic

Clubs/Committees

Data School City

Duty Supervision Plan

Faculty Meetings & Agendas

ILT

Master Schedule

Mentor Programs

NJHS

Professional Development

PR and Media Relations

SAC/SIP

Safety/Security

Schoology

Social Media

Website Liaison

**Leadership Team Member #2**

**Employee's Name**

Danielle McClellan

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

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Walks & Observations Lesson Plan Review

Custodial/Facilities

ELA/ESOL

Guidance

Reading

Spanish

Tech

Awards-EOY

Back to School Night

Buses & Transportation

Business Partners

Classroom Aides

Custodial

Emergency Sub Coverage

ESOL

Events Calendar

Facilities

Field Trips

Industry Certifications

Life Skills

Marquee

Reading Plus

Red Ribbon Week

SAC/SIP Assistance

6th Grade Orientation

Student of the Month

Teacher Recognition

Testing

Textbooks

### **Leadership Team Member #3**

#### **Employee's Name**

Ryan Clarke

#### **Position Title**

Assistant Principal

#### **Job Duties and Responsibilities**

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Walks & Observations Lesson Plan Review

Cafeteria

Credit Recovery

ESE

Math

PE

SSS/Deans

AVID

Attendance

Athletics/Intramurals

American Education Week

Bell/Lunch Schedule

Business Partners

Campus Walkthrough Night

Classroom Aides

Discipline

Dreambox

Edgenuity

Emergency Response Plan

ESE

Faculty Handbook

FOCUS Gradebook

FTE Admin

Fundraiser

ID/Landyards

MTSS/IST

PTO

Student Handbook/Agenda

Teacher Appreciation Week

Volunteers

## **Leadership Team Member #4**

### **Employee's Name**

Kelly Hamel

### **Position Title**

Student Support Specialist

### **Job Duties and Responsibilities**

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SSS- supports students with academics and behaviors.

## **Leadership Team Member #5**

### **Employee's Name**

Lindsay Csogi

**Position Title**

Student Support Specialist

**Job Duties and Responsibilities**

---

SSS- supports students with academics and behaviors.

**Leadership Team Member #6**

**Employee's Name**

Rene Lewis

**Position Title**

Guidance Counselor

**Job Duties and Responsibilities**

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Guidance Counselor

**Leadership Team Member #7**

**Employee's Name**

Amanda Callihan

**Position Title**

Guidance Counselor

**Job Duties and Responsibilities**

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Guidance Counselor

**Leadership Team Member #8**

**Employee's Name**

Kristin Beck

**Position Title**

Math Department Chair

**Job Duties and Responsibilities**

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Math curriculum department chair.

**Leadership Team Member #9**

**Employee's Name**

Gregory Human

**Position Title**

Literacy Coach/ ELA Department Chair

**Job Duties and Responsibilities**

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Literacy Coach

**Leadership Team Member #10**

**Employee's Name**

Hilary Sperry

**Position Title**

Social Studies Department Chair.

**Job Duties and Responsibilities**

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Social Studies Curriculum.

**Leadership Team Member #11**

**Employee's Name**

Alexis Rivard

**Position Title**

Science Department Chair

**Job Duties and Responsibilities**

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Science Curriculum

**Leadership Team Member #12**

**Employee's Name**

Kate Reyes

**Position Title**

Electives Department Chair

**Job Duties and Responsibilities**

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Electives Department Chair.

**Leadership Team Member #13**

**Employee's Name**

Heather Anderson

**Position Title**

Gifted/ELA Teacher

**Job Duties and Responsibilities**

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Gifted/ELA teacher.

Provides supports to high level achieving students.

## **Leadership Team Member #14**

### **Employee's Name**

Erina Munoz

### **Position Title**

Gifted/Civics Teacher

### **Job Duties and Responsibilities**

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Gifted and Civics teacher. Provides support to Gifted students as well providing support for Civics EOC.

## **Leadership Team Member #15**

### **Employee's Name**

Kim David

### **Position Title**

Reading/ ESOL Teacher

### **Job Duties and Responsibilities**

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Reading/ESOL Teacher. Provides supports to our lowest level readers. Provides support to our ELL's.

## 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.*

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ILT will work with admin to develop the SIP plan. Goals will be identified using state assessment data as well as early warning data.

SIP will be reviewed with SAC to include a student leader nominated by teachers.

### 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))

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SIP will be reviewed monthly by the admin team. The SIP will be reviewed quarterly by ILT. When the teams meet current data will be discussed and the plan will be modified accordingly. ESSA students will be monitored to ensure they are meeting goals including proficiency.

Students will complete quarterly grade tracking and PM FAST tracking sheets. This will be done electronically through homeroom.

## D. Demographic Data

<b>2024-25 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>MIDDLE/JR. HIGH</b> <b>6-8</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2023-24 TITLE I SCHOOL STATUS</b>	<b>NO</b>
<b>2023-24 MINORITY RATE</b>	<b>39.4%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>32.8%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	<b>ATSI</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2023-24 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD)*</b> <b>ENGLISH LANGUAGE LEARNERS (ELL)</b> <b>ASIAN STUDENTS (ASN)</b> <b>BLACK/AFRICAN AMERICAN STUDENTS (BLK)</b> <b>HISPANIC STUDENTS (HSP)</b> <b>MULTIRACIAL STUDENTS (MUL)</b> <b>WHITE STUDENTS (WHT)</b> <b>ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2023-24: A</b> <b>2022-23: A*</b> <b>2021-22: A</b> <b>2020-21: A</b> <b>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							62	62	108	232
One or more suspensions							63	91	78	232
Course failure in English Language Arts (ELA)							10	5	2	17
Course failure in Math							15	17	1	33
Level 1 on statewide ELA assessment							35	38	41	114
Level 1 on statewide Math assessment							25	41	53	119
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							45	59	67	171

#### 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
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							52	112	89	253
One or more suspensions							30	41	47	118
Course failure in ELA							13	9	8	30
Course failure in Math							12	14	13	39
Level 1 on statewide ELA assessment							29	33	69	131
Level 1 on statewide Math assessment							31	30	35	96
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										279

**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							35	39	38	112

**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										0
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 *	64	52	53	60	47	49	67	49	50
ELA Grade 3 Achievement **			21						
ELA Learning Gains	63	56	56				58		
ELA Learning Gains Lowest 25%	58	48	50				43		
Math Achievement *	73	62	60	74	61	56	70	35	36
Math Learning Gains	64	59	62				59		
Math Learning Gains Lowest 25%	58	55	60				49		
Science Achievement *	60	49	51	63	48	49	68	57	53
Social Studies Achievement *	85	72	70	84	70	68	89	54	58
Graduation Rate								47	49
Middle School Acceleration	75	80	74	87	81	73	83	47	49
College and Career Readiness								76	70
ELP Progress	50	48	49	40	34	40	48	79	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 (FPP) 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	65%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	650
Total Components for the FPPI	10
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
65%	74%	63%	63%			

\* 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	34%	Yes	3	
English Language Learners	53%	No		
Asian Students	91%	No		
Black/African American Students	44%	No		
Hispanic Students	59%	No		
Multiracial Students	76%	No		
White Students	71%	No		
Economically Disadvantaged Students	55%	No		

**2022-23 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
Students With Disabilities	30%	Yes	2	1
English Language Learners	40%	Yes	1	
Asian Students	91%	No		
Black/African American Students	32%	Yes	2	
Hispanic Students	62%	No		
Multiracial Students	83%	No		
White Students	79%	No		
Economically Disadvantaged Students	57%	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	38%	Yes	1	
English Language Learners	45%	No		
Native American Students				
Asian Students	80%	No		
Black/African American Students	37%	Yes	1	
Hispanic Students	51%	No		
Multiracial Students	80%	No		
Pacific Islander Students				
White Students	71%	No		
Economically Disadvantaged Students	50%	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 L2.5%	MATH ACH.	MATH LG	MATH LG L2.5%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	64%		63%	58%	73%	64%	58%	60%	85%	75%			50%
Students With Disabilities	18%		41%	41%	24%	48%	43%	10%	46%				
English Language Learners	37%		60%	55%	51%	62%	50%	24%	73%	63%			50%
Asian Students	95%		83%		95%	89%							
Black/African American Students	27%		49%	50%	35%	53%	58%	19%	63%				
Hispanic Students	52%		64%	58%	60%	60%	45%	53%	73%	66%			
Multiracial Students	73%		75%		76%	78%		55%	90%	86%			
White Students	70%		64%	60%	82%	65%	68%	66%	91%	77%			
Economically Disadvantaged Students	47%		57%	54%	55%	55%	47%	45%	71%	65%			

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	60%				74%			63%	84%	87%			40%
Students With Disabilities	19%				29%			17%	53%				
English Language Learners	27%				44%			11%	44%				73%
Asian Students	90%				97%			83%		94%			
Black/African American Students	29%				32%			29%	38%				
Hispanic Students	43%				60%			42%	74%	87%			67%
Multiracial Students	76%				79%				93%	83%			
White Students	66%				82%			70%	90%	86%			
Economically Disadvantaged Students	40%				51%			40%	62%	78%			70%

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	67%		58%	43%	70%	59%	49%	68%	89%	83%			48%
Students With Disabilities	28%		40%	30%	26%	39%	36%	33%	56%	58%			
English Language Learners	37%		53%	46%	33%	38%	35%	28%	69%	67%			48%
Native American Students													
Asian Students	75%		62%		88%	70%		75%	100%	88%			
Black/African American Students	32%		33%	29%	31%	36%	22%	47%	63%				
Hispanic Students	47%		54%	42%	52%	52%	43%	42%	73%	71%			38%
Multiracial Students	82%		69%		81%	67%		79%	100%	85%			
Pacific Islander Students													
White Students	76%		61%	47%	77%	62%	59%	78%	96%	85%			
Economically Disadvantaged Students	48%		53%	38%	47%	46%	39%	45%	73%	71%			38%

## 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	64%	51%	13%	54%	10%
Ela	7	59%	50%	9%	50%	9%
Ela	8	61%	48%	13%	51%	10%
Math	6	74%	56%	18%	56%	18%
Math	7	67%	57%	10%	47%	20%
Math	8	44%	30%	14%	54%	-10%
Science	8	59%	44%	15%	45%	14%
Civics		84%	69%	15%	67%	17%
Algebra		88%	54%	34%	50%	38%
Geometry		100%	51%	49%	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 writing scores showed the most improvement and this because our school implemented a writing across all content areas (with the exception of math). All classes participated in a PEARL writing once a quarter using articles from their subject area.

##### Lowest Performance

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

---

The 7th grade reading scores were our lowest performance area. The main contributing factor was a lack of consistent rigor and the lack of an ELA teacher for these students when they were in 6th grade.

##### Greatest Decline

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

---

7th grade math was down by 12% from the previous school year. The 7th grade students were either really high level or really low level. Also, the 7th grade students inappropriate behaviors in the classroom led to less time on instruction and more time for teachers redirecting behaviors.

7th graders received the following referrals which is a direct correlation to poor academic performance in the classroom.

Horseplay- 67

Inappropriate Behavior- 71

Disruptive Behavior- 115

##### 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.

---

Our Civics scores were 19% higher than the state this past year. This was due to our extremely rigorous review right before the EOC, high level questioning, error analysis, and department

collaboration.

**EWS Areas of Concern**

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

---

Attendance and suspensions (especially in 7th grade).

**Highest Priorities**

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

---

1. SWD
2. Science
3. Student engagement
4. Discipline Data

## 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.

---

According to ESSA students with disabilities were below the Federal Index of 41%. This will be the 3rd year our SWD's have not met the federal index of 41%. However, we did have an 4% increase in proficiency from 22-23 school year.

#### 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.

---

The goal is to raise our percentage by 7% to 41%. This is the minimum level we are required to be at.

#### 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 monitoring with FAST and district intensive programs will be reviewed by ILT and administration. Students not meeting the minimum proficiency will be identified for teachers to target within their instruction. Students will be placed in intensive reading/math for Tier 2/3 support. Students will complete quarterly academic tracking sheets.

#### Person responsible for monitoring outcome

Ryan Clarke

#### 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:

Intensive reading and math courses with specific measurable goals. LEXIA, and Dreambox are the district mandated programs to monitor and assess students weekly. Students will be referred to MTSS when the interventions do not improve the areas of concern.

**Rationale:**

The rationale for selecting these interventions is to use data-driven instruction for the opportunities of continuous analysis of mastery of state standards. The evidence will include results from state and district common assessments through the use of collaborative reflections and classroom observations.

**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**

Identify students that are below the 43% goal.

**Person Monitoring:**

Ryan Clarke

**By When/Frequency:**

8/23/24- Monthly

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

Ensure students that are a Level 1 or 2 and below the 41% proficiency level are placed in Intensive Reading and /or Math.

**Action Step #2**

Student data tracking sheets.

**Person Monitoring:**

Ryan Clarke

**By When/Frequency:**

Quarterly

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

Tracking of academics ( quarterly grades, PM1, 2, and 3) attendance and behavior through homerooms.

**Action Step #3**

Staff will Identify students with IEP's.

**Person Monitoring:**

Ryan Clarke

**By When/Frequency:**

Monthly

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

Teachers will run a report from FOCUS of all students with IEP's accommodations and modifications to use in class instruction and scaffolding.

**Area of Focus #2**

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

**Instructional Practice specifically relating to Science**



### **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 science scores dropped 2% from the previous year. Our science proficiency should be aligned with our reading proficiency which is 64%.

### **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.

---

The goal is to raise our percentage by 4% to 64% proficiency to match our reading proficiency score.

### **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.

---

PENDA Learning Data will be used weekly to ensure students are meeting standards.

District Quarterly Benchmarks.

Reviewing the data monthly as a department will ensure 8th graders are meeting targets. Reviewing the 6th and 7th grader data will help the 8th grade teachers in the future so they understand any deficiencies of students coming in.

Review computer adaptive testing PowerPoint.

### **Person responsible for monitoring outcome**

Kate Barlaug

### **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:**

PENDA learning this is the district supported program to support Science for the 24-25 school year. Reviewing the data monthly as a department will ensure 8th graders are meeting targets. Reviewing the 6th and 7th grader data will help the 8th grade teachers in the future so they understand any deficiencies of students coming in. Review computer adaptive testing PowerPoint.

### **Rationale:**

The district has purchased this program that has built in course assessments and SSA Prep assessments.

### **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**

Department Meetings

**Person Monitoring:**

Kate Barlaug

**By When/Frequency:**

Monthly

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

The science department will review the PENDA Learning data at the monthly department meeting. They will use this time to collaborate and adjust instruction as needed.

**Action Step #2**

Common Planning Time.

**Person Monitoring:**

Kate Barlaug

**By When/Frequency:**

Monthly/ 2 times per semester

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

Grade level science teachers will meet once a month to discuss data and instruction. During this time they will use monthly PENDA data to write lesson plans. 1st semester and 2nd semester teachers will be given a full day to sub to spend the day reviewing data and writing engaging lesson plans.

**Action Step #3**

Student Data Chats

**Person Monitoring:**

Homeroom teacher

**By When/Frequency:**

monthly

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

Students will update their electronic progress monitoring forms in homeroom with their homeroom teachers. They will also review the computer adaptive testing strategies in these data chats.

**Area of Focus #3**

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

**Instructional Practice specifically relating to Benchmark-aligned instruction, Differentiation, Student Engagement**

**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.

---

We had 174 students drop one or more proficiency levels in ELA from the previous years. This means the students may have impacted 2 buckets if they lost proficiency and learning gains.

Overall Dropped at least one level: 174 students

6th Grade-52

7th Grade- 44

8th Grade- 78

### **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 a 20% decrease (35 students) in the number of our students who drop one or more levels.

### **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.

---

PM1/2 FAST data will be used to monitor students proficiency levels.

Continuation of implementing

Many of these students will be in Intensive Reading and Lexia will be used to monitor growth and proficiency.

Write Score data for Q1 and Q3.

Student academic tracking sheets quarterly in homeroom.

### **Person responsible for monitoring outcome**

Kate Barlaug

### **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:**

MTSS. Lexia Data. WriteScore Data. FAST PM1 and 2 data.

### **Rationale:**

The rationale for selecting these intervention is to use data-driven instruction for the opportunities of continuous analysis of mastery of state standards. The evidence will include results from state and district common assessments through the use of collaborative reflections and classroom observations.

### **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**

Students who dropped 1 or more level will be identified.

**Person Monitoring:**

Danielle McClellan

**By When/Frequency:**

August 9, 2024

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

The data will be run and each teacher will receive a report that lists the students that dropped 1 or more levels.

**Action Step #2**

Common Planning Time

**Person Monitoring:**

Danielle McClellan

**By When/Frequency:**

Monthly/ 2 Times/Semester

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

ELA teachers by grade level will meet monthly to discuss students data and use it to drive instruction. Teachers will be given a full day of planning 1st and 2nd semester to dive deeper into the data and to drive the development of engaging lesson plans.

**Action Step #3**

Test Taking Strategy Lessons

**Person Monitoring:**

Danielle McClellan

**By When/Frequency:**

Weekly/monthly

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

Homeroom teachers will provide students with strategies for reading and test taking through homeroom. They will also provide instruction to students on how to reach out for help in their classes.

**Action Step #4**

Level Up Recognition

**Person Monitoring:**

Danielle McClellan

**By When/Frequency:**

Quarterly

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

Students will be recognized in homeroom with a reward for moving up a level/bucket from one benchmark or FAST PM test to the next.

**IV. Positive Culture and Environment**

## Area of Focus #1

Positive Behavior and Intervention System (PBIS)

### 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.

---

Last year a positive intervention system was put in place that showed great improvement in student discipline. This year we want to continue the system that will decrease referrals and increase student engagement in the classroom.

### 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.

---

Decrease the number of horseplay referrals by 10%.

### 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.

---

Monthly discipline reports will be run. Admin will review these as a team and make recommendations based on the data.

### Person responsible for monitoring outcome

Ryan Clarke

### 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:

MTSS will be used to support students with behavioral concerns. Positive supports to include: Friday Bull Cart, Quarterly Rewards, Student of the Month, Character Champions, Honor Roll students, Perfect Attendance.

### Rationale:

Creating a school that has positive rewards should decrease negative student behavior as a result of students wanting to be recognized for being exemplary students.

### 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**

Monthly/Quarterly Student Rewards

**Person Monitoring:**

Ryan Clarke

**By When/Frequency:**

Monthly/Quarterly

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

Students will be rewarded with Bull stickers to use on the weekly Bull cart for positive behaviors. Students who exhibit positive behaviors will earn entrance into the quarterly reward activity.

**Action Step #2**

**Person Monitoring:**

**By When/Frequency:**

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

## 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.

---

No Answer Entered

#### 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))

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No Answer Entered

#### 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)

---

No Answer Entered

#### 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))

---

No Answer Entered

## 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))

---

No Answer Entered

#### 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))

---

No Answer Entered

#### 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)).

---

No Answer Entered

#### 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)).

---

No Answer Entered

#### 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))

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No Answer Entered



## 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.

---

District provides many of the resources that are needed for school improvement. We will implement the resources with fidelity in classrooms. Teachers are provided PD before school starts to ensure implementation fidelity.

### Specifics to Address the Need

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

---

Lexia- Intensive reading

DreamBox- Intensive math

PENDA Learning- Science

Writing Across the Curriculum- PEARL writing in all subject areas except math

Homeroom Data Sheets- students will track their quarterly benchmark to ensure they are making gains

## 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