ARVIDA MIDDLE SCHOOL

2024-25 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Arvida Middle School's mission is to provide relevant learning experiences that foster life-long curiosity and enable all students to achieve their full academic, personal, and civic potential.

Provide the school's vision statement

Arvida Middle School is committed to providing inspired, valued, educated, and empowered students thriving in and beyond the classroom.

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
Angela Holbrook

Position Title
Principal

Job Duties and Responsibilities

The principal's role is to oversee that all school operations are carried out effectively and that quality instruction is being implemented to achieve student success.

Leadership Team Member #2

Employee's Name
Karina Cahill

Position Title
Assistant Principal

Job Duties and Responsibilities

 The assistant principal's role is to support the principal in all components of school operations and provide effective instructional leadership to support faculty and staff so that student learning can take

place.

Leadership Team Member #3

Employee's Name
Zakiya Marshall

Position Title
Math Teacher

Job Duties and Responsibilities

Represents the math grade levels and acts as a liaison between the classroom teachers and the leadership team.

Leadership Team Member #4

Employee's Name
Tiffany Jacobowitz

Position Title
ELA Teacher

Job Duties and Responsibilities

Represents the ELA grade levels and acts as a liaison between the classroom teachers and the leadership team.

Leadership Team Member #5

Employee's Name
Joe Baeza

Position Title
Assistant Principal

Job Duties and Responsibilities

The assistant principal's role is to support the principal in all components of school operations and provide effective instructional leadership to support faculty and staff so that student learning can take place.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

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

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

The development of the School Improvement Plan is a process involving the school leadership team, faculty, staff, and students. Student performance data is used to create academic goals for improvement. In addition, feedback from the student and staff School Climate Surveys provides valuable information about the school culture and what areas the school can improve upon. This data is used to create culture and climate goals to ensure faculty, staff, and students are having a positive and productive experience at the schoolhouse.

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))*

The school leadership team will monitor progress regularly throughout the year by conducting walkthroughs and classroom observations, analyzing ongoing formative data, meeting with teachers and departments to ensure data is being used to drive instruction, and support teachers' use of differentiated instruction by provided ongoing professional development.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**MIDDLE/JR. HIGH** **6-8**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**NO**
2023-24 MINORITY RATE	**93.9%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**71.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)** **ENGLISH LANGUAGE LEARNERS (ELL)** **ASIAN STUDENTS (ASN)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24: A** **2022-23: A*** **2021-22: A** **2020-21:** **2019-20: A**

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							22	19	17	58
One or more suspensions							0	12	27	39
Course failure in English Language Arts (ELA)							1	6	10	17
Course failure in Math							6	3	9	18
Level 1 on statewide ELA assessment							45	33	45	123
Level 1 on statewide Math assessment							18	15	15	48
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							17	22	26	65

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							2	1	1	4
Students retained two or more times							0	2	0	2

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							11	23	33	67
One or more suspensions							16	16	20	52
Course failure in ELA							14	9	3	26
Course failure in Math							3	10	4	17
Level 1 on statewide ELA assessment							40	43	70	153
Level 1 on statewide Math assessment							13	20	35	68
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										276

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							21	26	38	85

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							2	1		3
Students retained two or more times								3		3

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 CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	76	61	53	75	56	49	75	55	50
ELA Grade 3 Achievement **			21						
ELA Learning Gains	64	60	56	64					
ELA Learning Gains Lowest 25%	58	51	50	53					
Math Achievement *	86	64	60	83	60	56	76	43	36
Math Learning Gains	72	63	62	78					
Math Learning Gains Lowest 25%	76	62	60	66					
Science Achievement *	61	56	51	61	55	49	62	54	53
Social Studies Achievement *	92	75	70	91	72	68	91	64	58
Graduation Rate								51	49
Middle School Acceleration	84	73	74	80	74	73	73	56	49
College and Career Readiness								73	70
ELP Progress	64	58	49	66	50	40	75	77	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 (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)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	73%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	733
Total Components for the FPPI	10
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
73%	77%	71%	57%		70%	68%

* 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	58%	No		
English Language Learners	64%	No		
Asian Students	89%	No		
Black/African American Students	65%	No		
Hispanic Students	73%	No		
White Students	79%	No		
Economically Disadvantaged Students	70%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	**FEDERAL PERCENT OF POINTS INDEX**	**SUBGROUP BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%**
Students With	49%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Disabilities				
English Language Learners	66%	No		
Asian Students	92%	No		
Black/African American Students	62%	No		
Hispanic Students	78%	No		
White Students	82%	No		
Economically Disadvantaged Students	73%	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	46%	No		
English	62%	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%
Language Learners				
Native American Students				
Asian Students	81%	No		
Black/African American Students	56%	No		
Hispanic Students	72%	No		
Multiracial Students				
Pacific Islander Students				
White Students	74%	No		
Economically Disadvantaged Students	68%	No		

D. Accountability Components by Subgroup

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

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	76%		64%	58%	86%	72%	76%	61%	92%	84%			64%
Students With Disabilities	51%		57%	45%	68%	68%	63%	33%	85%	55%			
English Language Learners	59%		62%	58%	75%	76%	77%	30%	85%	55%			64%
Asian Students	94%		88%		94%	81%							
Black/African American Students	61%		54%	55%	74%	58%	63%	42%	85%	93%			
Hispanic Students	76%		64%	58%	86%	73%	77%	61%	92%	82%			64%
White Students	81%		63%		93%	77%	67%	63%	92%	96%			
Economically Disadvantaged Students	68%		60%	55%	83%	71%	74%	52%	89%	76%			67%

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	75%				83%			61%	91%	80%			66%
Students With Disabilities	49%				58%			14%	74%	50%			
English Language Learners	58%				74%			28%	84%	76%			74%
Asian Students	89%				95%								
Black/African American Students	56%				67%			41%	82%				
Hispanic Students	75%				84%			62%	91%	79%			74%
White Students	82%				83%			59%	92%	93%			
Economically Disadvantaged Students	70%				77%			56%	88%	71%			77%

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	75%		64%	53%	76%	78%	66%	62%	91%	73%			75%
English Language Learners	57%		60%	54%	62%	71%	65%	28%	83%	63%			75%
Students With Disabilities	39%		52%	43%	40%	53%	47%	19%	71%				
Native American Students													
Asian Students	77%		62%		92%	92%							
Hispanic Students	76%		64%	56%	76%	78%	66%	62%	92%	71%			77%
Black/African American Students	52%		44%	43%	48%	75%	70%	44%	71%				
Multiracial Students													
Pacific Islander Students													
White Students	80%		68%	39%	82%	85%	57%	70%	100%	87%			
Economically Disadvantaged Students	72%		63%	52%	72%	76%	65%	57%	89%	67%			71%

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.

| | | 2023-24 SPRING | | | | |
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	6	72%	57%	15%	54%	18%
Ela	7	67%	55%	12%	50%	17%
Ela	8	71%	54%	17%	51%	20%
Math	6	80%	60%	20%	56%	24%
Math	7	72%	49%	23%	47%	25%
Math	8	73%	58%	15%	54%	19%
Science	8	44%	42%	2%	45%	-1%
Civics		86%	70%	16%	67%	19%
Biology		100%	70%	30%	67%	33%
Algebra		98%	55%	43%	50%	48%
Geometry		100%	56%	44%	52%	48%
		2023-24 FALL				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		*data suppressed due to fewer than 10 students or all tested students scoring the same.				

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?

Biology had an 11% increase in proficiency, with 100% passing rate. While in the previous year, there was a lot of teacher turnover throughout the year, this year there was consistent and effective instruction all year. Also, the 7th grade Math results showed a 23% increase in proficiency from 56% in 2022-2023 to 79% this school year.

Lowest Performance

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

This year's lowest performance was in 8th Grade Science with a 44% proficiency rate. A factor that contributed to this decline was the lack of strategic instructional planning across grade levels to ensure students are receiving instruction on all tested standards. This deficiency as also observed across the district and the state level.

Greatest Decline

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

In 8th Grade Science, we showed -5% decline with a 44% proficiency compared to last year's 49% rate. A factor that contributed to this decline was the lack of strategic instructional planning across grade levels to ensure students are receiving instruction on all tested standards.

Greatest Gap

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

The only component in which Arvida scored lower than the state average was in 8th grade science where there was a 1% deficit with Arvida scoring 44% and the state scoring 45% proficiency.

EWS Areas of Concern

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

The 8th grade class showed a higher number of students receiving disciplinary referrals.

Highest Priorities

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

1. 8th grade Science
2. 7th grade ELA
3. 8th grade ELA
4. Discipline
5. Attendance

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.

Instructional Practice specifically relating to Collaborative Planning, 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.

According to 2023-2024 Grade 8 Statewide Science Assessment data, 8th Grade Science proficiency scores decreased from 49% the previous year to 44% proficiency this year. Based on the data and identified contributing factor of lack of strategic instructional planning across grade levels, the science department will implement the Targeted Element of Collaborative Planning in Science, focusing on strategic vertical instructional planning to ensure students are mastering standards tested on the 8th Grade Science Assessment as they progress through 6th - 8th grade and thus, increase proficiency.

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.

With the implementation of Collaborate Planning in Science, 49% of assessed 8th grade students will achieve proficiency on the 2024-2025 Grade 8 Science Assessment by Spring 2025.

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.

Science department will conduct monthly collaborative standards-based and data driven planning through vertical grade level teaming to incorporate labs, task stations and activities that will reinforce students' learning and understanding of the content. Science department will assign Edgenuity and/ or Science IXL as a Differentiated Instructional resource after each topic assessment to remediate/ accelerate learning as needed. Science department will create an instructional focus calendar using the mid-year assessment data to address low percentage of annually assessed benchmarks. The leadership team will monitor the implementation of this initiative quarterly.

Person responsible for monitoring outcome
Leadership Team (Principal, Assistant Principal over Science, Science Department Head)

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:
Collaborative Planning is when teachers work together to set measurable instructional goals, create instructional plans based on those goals, and analyze collected data to determine mastery of goals and instructional needs.

Rationale:
Through Collaborative Planning, our science department will identify the specific science standards assessed on the Grade 8 Science Assessment test to use as a guide for strategic vertical instructional planning across grade levels to ensure that students have mastered all assessed standards on the test, allowing them to achieve proficiency by the time they reach 8th grade.

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
Collaborative Planning in Science

Person Monitoring:	**By When/Frequency:**
Leadership Team (Principal, Assistant Principal over Science, Science Department Head)	September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Science department will conduct monthly collaborative standards-based and data driven planning through vertical grade level teaming to incorporate labs, task stations and activities that will reinforce students' learning and understanding of the content.

Action Step #2
Interventions

Person Monitoring:	**By When/Frequency:**
Leadership Team (Principal, Assistant Principal over Science, Science Department Head)	September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Science department will assign Edgenuity and/ or Science IXL as a Differentiated Instructional resource after each topic assessment to remediate/accelerate learning as needed.

Action Step #3
Instructional Planning

Person Monitoring:
Leadership Team (Principal, Assistant Principal over Science, Science Department Head)

By When/Frequency:
September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Science department will create an instructional focus calendar using the mid-year assessment data to address low percentage of annually assessed benchmarks.

Area of Focus #2

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

Instructional Practice specifically relating to Differentiation, ELA

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 2023-2024 ELA FAST PM3 data, the 7th grade students reflected a 73% rate of proficiency. While this was a 4% increase from the previous year, we will implement the Targeted Element of Differentiated Instruction to provide appropriate individualized instruction and further increase student proficiency.

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.

With the implementation of Differentiated Instruction, our 7th grade students will increase proficiency by 2% on the 2024-2025 ELA FAST PM3.

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.

The ELA department will collect and analyze on-going formative and summative data to provide standards-based data driven differentiated instruction that maximizes growth and student achievement, focusing on on-grade level instruction. The ELA department will utilize data reports provided by i-Ready Pro to identify students who need appropriate remediation or acceleration as needed to ensure that all students are progressing to their maximum potential. The ELA and ELL department will work collaboratively to provide teachers of ELL learners with instructional coaching opportunities to promote effective teaching strategies and increase student proficiency of the ELL subgroup. The leadership team will monitor the implementation of this strategy on a quarterly basis.

Person responsible for monitoring outcome
Karina Cahill

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:
Differentiated Instruction is a framework for effective teaching that involves providing different students with different avenues to learning in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability.

Rationale:
Research demonstrates that Differentiated Instruction benefits a wide range of students. Differentiated instruction should be used for both remediation of students performing below grade level as well as acceleration of students at or above grade level to ensure maximum growth and student achievement.

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
Differentiated Instruction

Person Monitoring:	**By When/Frequency:**
Leadership Team (Principal, Assistant Principal over ELA, ELA Department Head)	September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The ELA department will collect and analyze on-going formative and summative data to provide standards-based data driven differentiated instruction that maximizes growth and student achievement, focusing on on-grade level instruction.

Action Step #2
Data Analysis

Person Monitoring:	**By When/Frequency:**
Leadership Team (Principal, Assistant Principal, ELA Department Head)	September 27, 2024

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

step:
The ELA department will utilize data reports provided by FAST PM1 Reading and i-Ready Pro to identify students who need appropriate remediation or acceleration as needed to ensure that all students are progressing to their maximum potential.

Action Step #3
Collaborative Planning

Person Monitoring:	**By When/Frequency:**
Leadership Team (Principal, Assistant Principal, ELA Department Head)	September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The ELA and ELL department will work collaboratively to provide teachers of ELL learners with instructional coaching opportunities to promote effective teaching strategies and increase student proficiency of the ELL subgroup.

IV. Positive Culture and Environment

Area of Focus #1

Other

Area of Focus Description and Rationale

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

According to 2023-2024 School Climate Survey Data, 45% of students feel their teachers give them meaningful homework that helps them learn. Based on the data and the identified contributing factor of a new school bell schedule going from a block schedule to a tradition period 1-6 schedule, we will implement the Targeted Element of Formative Assessment.

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.

With the implementation of Formative Assessment, at least 46% of the students will agree that their teachers give them meaningful homework that helps them learned as measured by the 2024-2025 School Climate Survey.

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.

Teachers will utilize a variety of formative assessments during class time as a means of assessing

mastery of standards and, thus, determining if and what kind of home learning may be needed for further reinforcement. Considering a new schedule for the 2024-2025 school year where students will attend all six classes every day, a "quantity over quality" mindset will be adopted among core areas when home learning is assigned to ensure that assignments are meaningful and necessary. A quarterly survey will be used to gather feedback from students and families on feelings of the meaningfulness and effectiveness of home learning assignments. Every attempt will be made to not overwhelm students with superfluous assignments that do not directly enhance comprehension of standards and lead to mastery. When given, home learning will be on grade level, with the intention to remediate and/or accelerate learning. The leadership team will monitor the implementation of this strategy on a quarterly basis.

Person responsible for monitoring outcome
Instructional Leadership Team (Principal, Assistant Principal, Core area Department Heads)

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:
Formative assessment is a deliberate process used by teachers and students during instruction that provides actionable feedback that is used to adjust ongoing teaching and learning strategies to improve students' self- assessment, reflection, and attainment of curricular learning targets/goals. Formative assessment process builds students' metacognition, increases students' motivation, resulting in self-regulated, lifelong learners.

Rationale:
By utilizing a variety of formative assessments, teachers can have a well-informed understanding of students' progress and mastery of standards, which help teachers better determine if and what type of home learning in needed for students to master specific standards, thus, allowing 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
Formative Assessments

Person Monitoring:	By When/Frequency:
Instructional Leadership Team (Principal, Assistant Principal, Core area Department Heads)	September 27, 2024

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

Teachers will utilize a variety of formative assessments during class time as a means of assessing mastery of standards and, thus, determining if and what kind of home learning may be needed for further reinforcement.

Action Step #2
Targeted and Meaningful Home Learning

Person Monitoring:	**By When/Frequency:**
Instructional Leadership Team (Principal, Assistant Principal, Core area Department Heads)	September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Considering a new schedule for the 2024-2025 school year where students will attend all six classes every day, a "quantity over quality" mindset will be adopted among core areas when home learning is assigned to ensure that assignments are meaningful and necessary. A quarterly survey will be used to gather feedback from students and families on feelings of the meaningfulness and effectiveness of home learning assignments.

Action Step #3
Remediate and Accelerate Learning

Person Monitoring:	**By When/Frequency:**
Instructional Leadership Team (Principal, Assistant Principal, Core area Department Heads)	September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Every attempt will be made to not overwhelm students with superfluous assignments that do not directly enhance comprehension of standards and lead to mastery. When given, home learning will be on grade level, with the intention to remediate and/or accelerate learning.

Area of Focus #2

Other

Area of Focus Description and Rationale

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

According to 2023-2024 School Climate Survey Data, 66% of teachers feel that staff morale is high. Based on the data, we will implement the Targeted Element of Staff-Student Connections.

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.

With the implementation of Staff-Student Connections, at least 67% of the teachers will feel that staff morale is high as measured by the 2024-2025 School Climate Survey.

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.

Increase Proactive Approach to Discipline (PAD) Check2Connect strategies in and out of the academic settings on a weekly basis. Provide increased opportunities for students and staff to collaborate via Student Government, homeroom representatives, EESAC meetings, social media, and morning/afternoon announcements. Challenge each department to actively participate in extracurricular activities/non-academic settings to increase Staff-Student Connections. The leadership team will monitor the implementation of this strategy on a quarterly basis.

Person responsible for monitoring outcome
Administrative Team and Activities/Athletic Director

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:
Building Staff-Student Connections can help increase students' sense of belonging at school. This practice consists of providing opportunities for students to interact with adults outside of the context of academic learning and disciplinary actions. Staff-Student Connections can occur through various means such as, but not limited to, visibility of staff during arrivals/lunch/dismissal, quick check in/out activities at the start and/or end of each class or activities during an homeroom/advisory period.

Rationale:
When the staff feels connected to their student body, it increases feelings of belonging, purpose, and commitment, which correlates to having a positive morale in the work place. The intention is that providing more opportunities to increase staff-student connection, that students, and, in turn, teachers will feel good about their school and the contributions to it.

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
Proactive Approach to Discipline

Person Monitoring: **By When/Frequency:**
Instructional Leadership Team (Principal,   September 27, 2024
Assistant Principal, Core area Department Heads)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Increase Proactive Approach to Discipline (PAD) Check2Connect strategies in and out of the

academic settings on a weekly basis.

Action Step #2
Student-Staff Collaboration

Person Monitoring:	**By When/Frequency:**
Administrative Team and Activities/Athletic Director	September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Provide increased opportunities for students and staff to collaborate via Student Government, homeroom representatives, EESAC meetings, social media, and morning/afternoon announcements.

Action Step #3
Non-academic Staff Participation

Person Monitoring:	**By When/Frequency:**
Administrative Team and Activities/Athletic Director	September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Challenge each department to actively participate in extracurricular activities/non-academic settings to increase Staff-Student Connections.

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))
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))

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.

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

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