

Hillsborough County Public Schools

Sligh Middle School



2020-21 Schoolwide Improvement Plan

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Sligh Middle School

2011 E SLIGH AVE, Tampa, FL 33610

[no web address on file]

Demographics

Principal: Angela Brown

Start Date for this Principal: 7/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students White Students* Economically Disadvantaged Students*
School Grades History	2018-19: C (45%) 2017-18: D (37%) 2016-17: D (40%) 2015-16: C (42%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	SIG Cohort 3
Year	N/A
Support Tier	N/A
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

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

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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Sligh Middle School

2011 E SLIGH AVE, Tampa, FL 33610

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	95%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	93%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	D	D

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To provide an educational community for students to become Positive, Respectful, Innovators, Determined for Excellence (P.R.I.D.E)!

Provide the school's vision statement.

We support the District's vision of Preparing Students for Life, and are working to ensure that our students leave our school equipped with the tools they need to graduate on time. With that in mind, we have developed the following Vision for our school:

Creating a Culture of Excellence to ensure student success

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Jones, Anthony	Principal	Vision / Mission / Norms Overall operation of all school functions to include Instructional Priority oversight and cultural goals Supervision/Evaluation of all school personnel EET – Observation & Evaluation Process CTA/Steering Committee Liaison - District / AS / Professional Standards Principal Council Representative Administrative Duty assignments School Budget / Finances / Internal Accounts Pre-Planning & Faculty Meeting Agendas
Robinson, Ebony	Teacher, K-12	SAC Chair Develop SAC Work with SAC and school staff to ensure implementation of SIP Assist with editing the SIP
Vega, Cristina	Assistant Principal	

Demographic Information

Principal start date

Sunday 7/1/2018, Angela Brown

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

6

Total number of teacher positions allocated to the school

44

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
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Year	N/A

Support Tier	N/A
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	181	200	173	0	0	0	0	554
Attendance below 90 percent	0	0	0	0	0	0	13	30	30	0	0	0	0	73
One or more suspensions	0	0	0	0	0	0	14	28	27	0	0	0	0	69
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	25	48	33	0	0	0	0	106

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	4	25	22	0	0	0	0	51

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	9	4	8	0	0	0	0	21

Date this data was collected or last updated

Monday 8/10/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	33	23	36	0	0	0	0	92
One or more suspensions	0	0	0	0	0	0	19	27	66	0	0	0	0	112
Course failure in ELA or Math	0	0	0	0	0	0	0	47	84	0	0	0	0	131
Level 1 on statewide assessment	0	0	0	0	0	0	109	77	101	0	0	0	0	287

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	34	58	87	0	0	0	0	179

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	43	27	46	0	0	0	0	116
Students retained two or more times	0	0	0	0	0	0	3	8	15	0	0	0	0	26

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	32%	51%	54%	26%	50%	52%
ELA Learning Gains	45%	52%	54%	37%	53%	54%
ELA Lowest 25th Percentile	38%	47%	47%	35%	45%	44%
Math Achievement	31%	55%	58%	28%	54%	56%
Math Learning Gains	50%	57%	57%	45%	59%	57%
Math Lowest 25th Percentile	53%	52%	51%	53%	51%	50%
Science Achievement	27%	47%	51%	16%	47%	50%
Social Studies Achievement	52%	67%	72%	41%	66%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
	(0)	(0)	(0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	37%	53%	-16%	54%	-17%
	2018	31%	52%	-21%	52%	-21%
Same Grade Comparison		6%				
Cohort Comparison						
07	2019	34%	54%	-20%	52%	-18%
	2018	21%	52%	-31%	51%	-30%
Same Grade Comparison		13%				
Cohort Comparison		3%				
08	2019	26%	53%	-27%	56%	-30%
	2018	21%	54%	-33%	58%	-37%
Same Grade Comparison		5%				
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	23%	49%	-26%	55%	-32%
	2018	21%	48%	-27%	52%	-31%
Same Grade Comparison		2%				
Cohort Comparison						
07	2019	36%	62%	-26%	54%	-18%
	2018	29%	61%	-32%	54%	-25%
Same Grade Comparison		7%				
Cohort Comparison		15%				
08	2019	13%	31%	-18%	46%	-33%
	2018	14%	29%	-15%	45%	-31%
Same Grade Comparison		-1%				
Cohort Comparison		-16%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	24%	47%	-23%	48%	-24%
	2018	18%	48%	-30%	50%	-32%
Same Grade Comparison		6%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	51%	67%	-16%	71%	-20%
2018	37%	65%	-28%	71%	-34%
Compare		14%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	81%	63%	18%	61%	20%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	86%	63%	23%	62%	24%
Compare		-5%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	57%	-57%	57%	-57%
2018	0%	56%	-56%	56%	-56%
Compare		0%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	15	32	31	13	51	53	17	25			
ELL	25	38	35	21	48	48	25	46			
BLK	22	41	39	25	48	51	19	45	59		
HSP	52	54	37	43	54	52	40	57	82		
MUL	67	67		53	55			70			
WHT	59	53		54	60		42	67			
FRL	30	45	38	30	50	53	26	51	71		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	3	13	20	6	34	39		14			
ELL	17	35	36	17	36	44		42			
BLK	19	26	29	23	35	32	15	36	90		
HSP	35	39	26	35	39	38	25	52	69		
MUL	53	62		43	50						
WHT	66	59		52	67		55	64			
FRL	24	31	31	26	38	35	19	39	85		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	2	24	28	7	30	28		7			
ELL	15	44	44	18	55	69	7	20			
BLK	21	34	36	23	42	49	10	34	75		
HSP	32	41	33	36	57	75	35	44	80		
MUL	46	42		36	38						
WHT	54	50		52	44		10	73			
FRL	24	36	35	26	45	52	15	38	74		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	62
Total Points Earned for the Federal Index	463
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	39
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	54
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	62
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	56
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Our school experienced an 11 point decrease in Middle School Acceleration points in 2019. We had 6 students who were not scheduled appropriately as they were level 3 students not enrolled in Algebra. We also had a teacher assigned to teaching Algebra students who had not previously taught Algebra at the school.

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

The decline in Middle School Acceleration points also represented the greatest decline from the previous year. In addition, 8th grade math proficiency decreased by 1 point over the previous year. Again, scheduling and teacher issues in 8th grade contributed to the decline.

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 gap in Math Achievement between the school and state for 201 was 33%. In addition to the previous notes in a and b, student promoted to the 8th grade directly from 6th grade (minus a 6 week summer program) struggled in math.

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

We experienced an 18 point gain in Math Bottom Quartile gains. We assigned a new teacher to Intensive Math. We conducted side by side coaching with math teachers during the year based on the alignment of their student tasks to standards. We pulled targeted students for both academic remediation and motivation.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

1. Number of 8th graders with 2 or more indicators
2. Total number of suspensions

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

1. Performance of students enrolled in Algebra 1
2. Learning gains for bottom quartile in ELA
3. Reduction of suspensions
4. Improvement of progress monitoring of academic and behavior data for targeted groups.
5. Accountability for academic and behavioral coaches

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:	<p>Developing literacy skills through content-rich, standards-aligned tasks</p> <p>Observations of teacher practice showed evidence of instruction below grade level standards. It also showed evidence of assessment not frequent or differentiated enough to meet the needs of students.</p>
Measurable Outcome:	<p>Increase in learning gains for Black students in ESE</p> <p>Increase in learning gains in math and ELA for students with FRL</p> <p>Increase percentage of students passing Alg EOC</p> <p>Increase in learning gains for students identified as ELL.</p>
Person responsible for monitoring outcome:	Anthony Jones (anthony.jones@hcps.net)
Evidence-based Strategy:	<p>Weekly PLC's</p> <p>Targeted groups of students</p> <p>Common Objective Board Configuration</p> <p>Tier support for teachers</p> <p>Daily walk through</p> <p>Coaching cycles</p>
Rationale for Evidence-based Strategy:	Formative data indicated potential gains in ELA on the 2020 FSA. In response, the leadership team has decided to identify key strategies effective in ELA to coach in all subject areas for 2020-2021.

Action Steps to Implement

Units allocated to provide literacy coaching to all subject areas

Person Responsible Anthony Jones (anthony.jones@hcps.net)

Science Coach added to provide targeted support to Science students and teachers

Person Responsible Brent Williams (brent.williams@hcps.net)

Algebra students assigned a resource class aligned to their elective so they can be pulled for data evident tutoring

Person Responsible Anthony Jones (anthony.jones@hcps.net)

School wide training on Academic moves and writing pebble sized standards based on data

Person Responsible Anthony Jones (anthony.jones@hcps.net)

Side by side coaching provided by administration and instructional coaches per subject area around the instructional priority

Person Responsible Anthony Jones (anthony.jones@hcps.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

The school leadership will continue to brainstorm ways to decrease number of 8th graders with 2 or more indicators and the total number of suspensions. A plan to address these two areas will be determine at a later date.

Part IV: Positive Culture & Environment

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

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Our primary Tier 1 intervention to meet the SEL needs of all students is our House System. Every student and staff member is placed in a "House" where they will engage in friendly competition based on key performance indicators. Each House will also take part in SEL training and experiences during their monthly House meetings.

At Tier 2 and Tier 3, our school SEL Team will engage around data designed to provide more targeted support through the formation of groups and arranging for individual counseling.

To ensure efficient and systematic allocation and use of resources, the school's PSLT/ILT utilizes an RtI/MTSS framework to improve learning for all. Resources allocated support a continuum of academic and behavioral supports, ensuring all students have fluid access to instruction.

Analyze student outcomes and make data-driven decisions:

What is the problem?

Why is it occurring?

What are we going to do about it?

Is it working?

Assess implementation of the SIP:

Does the data show positive student growth?

Are we making progress toward the SIPs intended outcomes?

What can we do to sustain what's working?

What barriers to implementation are we facing?

What should be our plan of action?

Annually, schools take inventory of resource materials, staff, and funds allocated to determine necessary resource materials and personnel available to meet the needs of students. Resource maps identify gaps, ensuring resources are available and allocated for use by all.

To ensure support systems, small group, and individual needs are met, the PSLT:

- Reviews school-wide assessment data on an ongoing basis in order to identify instructional needs across the school and all grade levels.
- Supports implementation of high quality instructional practices during core and intervention blocks;
- Reviews progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains;
- Communicates school-wide data to PLCs and facilitate problem solving within content/grade level teams.

The PSLT meets regularly. The PSLT meeting calendar is structured around the district's assessment calendar, ensuring opportunities to review assessment outcome data and engage in the problem solving process for appropriate data-driven decisions. Team members include administrator(s), guidance counselor(s), school psychologist, ESE specialist, content area coaches/specialists, PLC liaisons, others as needed

The work of ILT and PSLT will focus on targeted ESSA Groups - Black, ESE, and ELL students

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
		100-Salaries	1482 - Sligh Middle School	TSSSA	1.0	\$0.00
			<i>Notes: 1,3,4 Hiring of a full time Reading Coach (1.0 FTE) Serving Grades 6-8 This person will have direct oversight and coaching duties over our Reading department and our literacy initiative across all content areas. This will include planning key strategies to implement school wide, professional development, assessment, and coordination of data disaggregation for planning instruction. Administration 1-Aug 1-Jun Ongoing throughout the year An administrator will be assigned to support the Coach weekly as well as to sit in on weekly PLCs. There will be a system of side-by-side coaching where the coach and administrator walk classes looking for trends. The coach will be a member of the school Instructional Leadership Team where formative data is reviewed as part of group "think-tank" protocols. The coach will also participate in Instructional Leadership Walks where data across the whole school is gathered and next steps developed in conjunction with the Area Leadership Team. Administration Reading Coach Personnel \$83,536.93 No Title I</i>			
		100-Salaries	1482 - Sligh Middle School	Title, I Part A		\$0.00
			<i>Notes: 5 Hiring of full time Magnet Lead Teacher (FTE 1.00 serving grades 6-8) The Magnet Lead teacher primary functions are to provided job embedded professional learning around the incorporation of our magnet theme, promoting the magnet program inside the school, celebrating students in the magnet program, and recruiting students to become part of the magnet program. Administration 1-Aug 30-Jun Ongoing throughout the year An administrator will be assigned to meet weekly to reivew plans for school wide magnet theme implementation, recruiting efforts, and PLCs of magnet elective and magnet 6th grade team teachers Administration Magnet Lead Personnel \$79,238.00 No Other</i>			
		100-Salaries	1482 - Sligh Middle School	TSSSA	1.67	\$0.00
			<i>Notes: 1 Hiring of two full time Success Coaches (FTE 1.67 serving grades 6-8) These staff members will work with targeted lists of students based on academic and behavior data to set goal, provide 1-on-1 mentoring, group sessions, and weekly. functioning primarily at Tier 2 & Tier 3 accountability around goals set with students. Each Success Coach will have a case load of 75-100 students that include STEP UP, RISE UP, and other students who are at-risk for not being promoted due to academic, attendance, and behavior indicators</i>			

			Administration 1-Aug 30-Jun Ongoing throughout the year An administrator will be assigned to support Coach weekly to review case loads and progress toward goals. There will be a system of side-by-side coaching where the coach and administrator walk classes looking for trends. The coach will be a member of the school House Council where school wide Tier 1 behavior, academic, and attendance data is tracked. The Coaches will sit on the Student Services Team where Tier 2 & 3 supports for students are planned and reviewed for effectiveness. Administration Student Success Coaches Personnel \$109,271.95 No Title I			
		100-Salaries	1482 - Sligh Middle School	TSSSA	0.5	\$0.00
			Notes: 1,4 Hiring of part time Teacher Leader FTE .50 serving grades 6-8) The Teacher-Leader will have coaching duties around content & literacy standards in Science. This will include coaching around standards-aligned lessons, assessment, and coordination of data disaggregation for planning instruction at Tier 1 (whole class), Tier 2 (small group), & Tier 3 (individual). In addition, this person will conduct model classroom protocols, conduct coaching cycles around classroom management, and provide in the moment coaching of selected teachers namely around classroom management. Administration 1-Aug 30-Jun Ongoing throughout the year An administrator will be assigned to support the Coach weekly as well as to sit in on weekly PLCs. There will be a system of side-by-side coaching where the coach and administrator walk classes looking for trends. The coach will be a member of the school Instructional Leadership Team where formative data is reviewed as part of group "think-tank" protocols. The coach will also participate in Instructional Leadership Walks where data across the whole school is gathered and next steps developed in conjunction with the Area Leadership Team. administration Teacher Leader Personnel \$36,395 no Title I			
		100-Salaries	1482 - Sligh Middle School	Title, I Part A	0.67	\$0.00
			Notes: 1 Hiring of part time RTI/ART (FTE .50 serving grades 6-8) This person will coordinate positive behavior management at all Tiers to include Tier 1 (House System) and Tiers 2 & 3 (Teacher referral logs to student services). They will also manage databases around the various tiers (House Points / Log of Student & Mental Health Services / Tarday / Dress Code / Teacher Behavior Support) Administration 1-Aug 30-Jun Ongoing throughout the year An administrator will coach the RTI/Admin Resource Teacher around the school wide Tier 1 (House System) & Tiers 2 & 3 (Student Services Support) plans. This person will chair the school student services team meetings to ensure alignment of services to targeted students & teachers (behavior support). The person will also chair the House Council which has leadership over Tier 1 positive behavior plan. Administration Res Tchrr, Site, RTI, T1 Personnel \$31,023.00 no Title I			
		100-Salaries	1482 - Sligh Middle School	TSSSA	1.0	\$0.00
			Notes: 1 Parent & Family Engagement As mandated by ESSA Section 1116 meaningful activities will be conducted to provide the communication and support necessary to assist and build the capacity of all families and staff in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance. Please refer to the Parent & Family Engagement Plan for specific details. Title I District PFE Staff, School Administration and School Staff July 1,2020 30-Jun-21 Ongoing throughout the year Monitoring Documentation Box, eBocx Uploads, parent surveys, onsite visits from Title I district personnel. Title I District personnel / administration Communication Tools Technology no Title I Materials Vendor no Title I Staff & Parent Trainings/Conferences PD Title I Supplies Materials Title I Conference /Meetings Travel			
		100-Salaries	1482 - Sligh Middle School	TSSSA		\$0.00
			Notes: 2 Algebra Academy 60 Algebra I students participate in Algebra Academy (4 sessions that last 4 hours each) with 3 teachers to prepare for EOC. Online intervention tools will be used to enrich and assess student performance during the academies Math Coach 1-Jun-20 1-Sep-20 4 sessions/4 hours each Sessions planned using formative data aligned to standards; students reassessed at end of activity; EOC data Math Coach Tpayroll for teachers, 3 teachers x \$27/hr x 6 hr for 8 days Personnel \$3,888.00 No Other 60 laptops @ \$500/per laptop Technology \$30,000.00 Yes Other			
		100-Salaries	1482 - Sligh Middle School	TSSSA		\$0.00
			Notes: 1,2,3,4 Cougar Academy Tier 2 (small group) & Tier 3 (1-on-1) tutoring sessions conducted by teachers of students during t-pay hours (before school, after school, lunch time, various planning periods) where, based on formative data, teachers review standards yet to be mastered. This will serve approximately 50 students as each grade level utilizing 3-5 teachers per grade level Various coaches per subject 1-Oct 1-Jun Ongoing throughout the year 200 sessions x 1 hour/sessions Data will be reviewed during ILT meetings and during one-on-one coaching sessions between administration and coaches. Data will be review during data chats with principal. Various coaches per subject Tpayroll for teachers 40 teachers x \$27/hr x 100 hours Personnel \$5,400.00 No Other			
		100-Salaries	1482 - Sligh Middle School	TSSSA		\$0.00

			Notes: 1,2,3,4 Instructional Learning Walks Session of the school leadership team, selected faculty, and the Area Leadership Team to review formative predictive data for semester 1 leading up to semester exams and semester 2 leading up to FSA/EOC. These Walks will also include visiting classrooms looking for trends to plan next steps. Tablets will be used to immediately capture and share feedback and next steps ILT 1-Sep 1-May 3 times - at the end of quarters 1, 2, and 3. Next steps will be created and monitored through one-on-one coaching sessions between the administrative team Administration Tablets (20) @ \$500/tablet Technology \$10,000.00 Yes Other			
		100-Salaries	1482 - Sligh Middle School	TSSSA		\$0.00
			Notes: 1,2,3,4 Extended Teacher Planning Long term lesson planning sessions designed to align standards to engaging student tasks. This long range planning will allow for an unpacking of standards while using the appropriate academic move vocabulary. 45 teachers in grades 6-8 will participate. Various coaches per subject July 1,2020 1-Apr Quarterly (2 hour long session per month x 10 months) Administrators will attend sessions for their subject area and conduct side-by-side coaching of teachers during their implementation of the lessons planned. Feedback will be given on the spot Administration Tpayroll for teachers 40 teachers X \$32/hours x 64 hours) Personnel \$89,244.00 no Other			
		100-Salaries	1482 - Sligh Middle School	TSSSA		\$0.00
			Notes: 1,2,3,4 Lead Team Planning The Lead Team is comprised of the 25 staff from Instructional Leadership Team, House Council, and the Student Services Team. They will meet plan for school wide priorities, training, and establishing monitoring protocols for the school year. Principal 1-May 30-Jun as needed 1 hour long planning session per month x 10 months Plans made by the Lead Team and sub-groups will be presented to the faculty and be monitored by administration, Each pla will include formative and summative goals Administration Tpayroll for teachers 25 teachers X \$32/hours x 20 hours) Personnel \$8,000.00 no Other			
		644-Computer Hardware Non-Capitalized	1482 - Sligh Middle School	TSSSA		\$0.00
			Notes: 1,2,3,4 Leadership Academy Targeted students in most need of academic and behavioral supports will be scheduled into a more intense, yet flexible learning environment that still teaches standards, provides SEL support, uses technology to differentiate learning, and limits passing time/other distractions. This program will serve 20-25 students in each grade for most of the school day (core classes). Students will attend their normal electives. This program will include 1-2 teachers from each core subject area for at least one class period of the day as well as an Asst Teacher. RTI Lead / Success Coaches 1-Aug 1-Jun Ongoing throughout the year Administration will work with RTI Lead, Success Coaches, teachers, and GRIT room Asst Teacher to monitor student progress with grades, behavior, and attendance Administration NA 60 laptops @ \$500/per laptop Technology \$30,000.00 Yes Other			
		239-Other	1482 - Sligh Middle School	TSSSA		\$0.00
			Notes: 1,2,3,4 Whetstone Coaching Tool Whetstone is a coaching tool used to provide feedback and next steps actions. This will increase our productivity and accountability across the campus Admin, Coaches 20-Aug 21-May Ongoing Weekly review of data Admin and Coaches Technology \$5,000.00 No Title I			
Total:						\$0.00