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Middleburg High School

3750 COUNTY ROAD 220, Middleburg, FL 32068

<http://mhs.oneclay.net>

Demographics

Principal: Martin Aftuck

Start Date for this Principal: 4/19/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School PK, 9-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	49%
2020-21 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: B (60%) 2017-18: B (59%) 2016-17: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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 Clay 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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Middleburg High School

3750 COUNTY ROAD 220, Middleburg, FL 32068

<http://mhs.oneclay.net>

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School PK, 9-12	No	40%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	20%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

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SIP Authority

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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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To provide a safe, educational environment that fosters students' intellectual, social, emotional and physical potential, empowering them to become productive, lifelong learners.

Provide the school's vision statement.

Middleburg High School Beliefs:

- *Students will develop the skills necessary to think independently and become effective problem solvers.
- *Students will develop an appreciation and understanding of the value of lifelong learning through enrichment courses and activities.
- *Teachers will encourage students to learn valuable lessons through athletics, performing arts and other extracurricular activities.
- *Teachers will engage the intellectual curiosity and creativity of students, allowing them to become multifaceted learners.
- *Students will learn to accept and adapt to change and will recognize the value of work.
- *Teachers will encourage students to create ethical relationships with other students, faculty members and all members of the community.
- *Students will develop a positive sense of leadership, personal responsibility, and good citizenship.
- *Students will develop awareness of career opportunities and the skills and education required for entrance into various occupational fields.
- *Teachers will encourage a sense of community within the school and provide an atmosphere that encourages parental participation.
- *All members of the school community will strive to create an environment of toleration of diverse opinions and beliefs.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Aftuck, Martin	Principal	Beginning Teacher Program Curriculum council Faculty newsletter Marketing coordinator Parking/Towing PD coordinator PLC design/calendar/facilitation lead SAC SPA entries/acceptance Walk-through calendar
Williams, Justin	Assistant Principal	Activities/calendar Facebook/marquee Facilities rental Field trip/transportation/vans NMSI Parking decals request Property Control Senior Discipline
Knox, Miranda	Assistant Principal	Social Emotional Learning Sophomore Discipline Attendance PBIS
Curry, Deborah	Assistant Principal	ESE AP Coordinator/Daniel Ross College interns/SPRINT Dual Enrollment Admin Junior Discipline Testing scheduling/monitoring
Stilianou, John	Other	Safety Drills Athletic Director Freshman Discipline Transportation Coordinator (Daily School Bus)

Demographic Information

Principal start date

Friday 4/19/2019, Martin Aftuck

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.*

1

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.*

10

Total number of teacher positions allocated to the school

102

Total number of students enrolled at the school

1,755

Identify the number of instructional staff who left the school during the 2020-21 school year.

13

Identify the number of instructional staff who joined the school during the 2021-22 school year.

13

Demographic Data

Early Warning Systems

2021-22

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	20	0	0	0	0	0	0	0	0	504	442	423	366	1755
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	25	28	33	12	98
One or more suspensions	0	0	0	0	0	0	0	0	0	11	10	13	1	35
Course failure in ELA	0	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	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	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	2	4	0	1	7

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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Thursday 9/2/2021

2020-21 - 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	466	444	424	370	1704
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	40	39	38	41	158
One or more suspensions	0	0	0	0	0	0	0	0	0	12	10	4	2	28
Course failure in ELA	0	0	0	0	0	0	0	0	0	41	42	35	24	142
Course failure in Math	0	0	0	0	0	0	0	0	0	46	144	36	38	264
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	68	79	49	51	247
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	5	68	37	110
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	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	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	3	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

2020-21 - 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	466	444	424	370	1704
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	40	39	38	41	158
One or more suspensions	0	0	0	0	0	0	0	0	0	0	12	10	4	2	28
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	41	42	35	24	142
Course failure in Math	0	0	0	0	0	0	0	0	0	0	46	144	36	38	264
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	68	79	49	51	247
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	5	68	37	110
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	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	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	3	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				57%	60%	56%	50%	57%	56%
ELA Learning Gains				50%	52%	51%	47%	53%	53%
ELA Lowest 25th Percentile				34%	39%	42%	38%	43%	44%
Math Achievement				59%	55%	51%	59%	55%	51%
Math Learning Gains				50%	46%	48%	53%	46%	48%
Math Lowest 25th Percentile				48%	38%	45%	36%	36%	45%
Science Achievement				67%	73%	68%	95%	92%	67%
Social Studies Achievement				80%	81%	73%	73%	79%	71%

Grade Level Data Review - State Assessments

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
09	2021					
	2019	63%	61%	2%	55%	8%
Cohort Comparison						
10	2021					
	2019	53%	57%	-4%	53%	0%
Cohort Comparison		-63%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						
2019	69%	72%	-3%	67%	2%	

CIVICS EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						
2019						

HISTORY EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						
2019	80%	80%	0%	70%	10%	

ALGEBRA EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						
2019	50%	65%	-15%	61%	-11%	

GEOMETRY EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	64%	64%	0%	57%	7%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

EOC/FSA

Grade 9					
	Number/% Proficiency	Fall	Winter	Spring	
English Language Arts	All Students			53.3	
	Economically Disadvantaged			46.3	
	Students With Disabilities			26.4	
	English Language Learners			N/A	
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			39.9	
	Economically Disadvantaged			39.7	
	Students With Disabilities			15.3	
	English Language Learners			N/A	
		Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			93.1	
	Economically Disadvantaged			91.5	
	Students With Disabilities			100	
	English Language Learners			N/A	
		Number/% Proficiency	Fall	Winter	Spring
US History	All Students			N/A	
	Economically Disadvantaged			N/A	
	Students With Disabilities			N/A	
	English Language Learners			N/A	
		Number/% Proficiency	Fall	Winter	Spring

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			50.6
	Economically Disadvantaged			47.4
	Students With Disabilities			21.7
	English Language Learners			N/A
		Number/% Proficiency	Fall	Winter
Mathematics	All Students			14.2
	Economically Disadvantaged			15.2
	Students With Disabilities			9.9
	English Language Learners			N/A
		Number/% Proficiency	Fall	Winter
Biology	All Students			53.1
	Economically Disadvantaged			56.2
	Students With Disabilities			41
	English Language Learners			N/A
		Number/% Proficiency	Fall	Winter
US History	All Students			N/A
	Economically Disadvantaged			N/A
	Students With Disabilities			N/A
	English Language Learners			N/A
		Number/% Proficiency	Fall	Winter

Grade 11				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			N/A
	Economically Disadvantaged			N/A
	Students With Disabilities			N/A
	English Language Learners			N/A
		Number/% Proficiency	Fall	Winter
Mathematics	All Students			23.1
	Economically Disadvantaged			N/A
	Students With Disabilities			N/A
	English Language Learners			N/A
		Number/% Proficiency	Fall	Winter
Biology	All Students			N/A
	Economically Disadvantaged			N/A
	Students With Disabilities			N/A
	English Language Learners			N/A
		Number/% Proficiency	Fall	Winter
US History	All Students			83.4
	Economically Disadvantaged			72.4
	Students With Disabilities			60.4
	English Language Learners			N/A
		Number/% Proficiency	Fall	Winter

Grade 12				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			N/A
	Economically Disadvantaged			N/A
	Students With Disabilities			N/A
	English Language Learners			N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			N/A
	Economically Disadvantaged			N/A
	Students With Disabilities			N/A
	English Language Learners			N/A
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			N/A
	Economically Disadvantaged			N/A
	Students With Disabilities			N/A
	English Language Learners			N/A
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			N/A
	Economically Disadvantaged			N/A
	Students With Disabilities			N/A
	English Language Learners			N/A
	Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	24	37	31	20	33	30	47	55		89	32
ELL	27	36									
ASN	82										
BLK	45	62	50	21	30	33	60	69		100	40
HSP	53	47	38	41	44	31	76	81		84	48

2021 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 2019-20	C & C Accel 2019-20
MUL	59	65		44	31			73		100	62
WHT	52	46	31	42	36	29	72	83		94	64
FRL	48	44	32	40	35	29	69	73		91	54
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	21	32	25	29	40	30	44	53		79	61
ELL											
BLK	42	42	18	41	56		45	63		73	
HSP	55	45	50	59	41	31	71	79		94	52
MUL	68	62		58	68		79	80		100	45
WHT	58	51	34	60	50	47	67	81		88	71
FRL	49	44	32	53	51	51	62	74		83	63
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	17	34	31	31	37	25		52		66	29
BLK	20	33	31	27	50	38		39		79	33
HSP	52	53	47	52	54	50	91	82		85	45
MUL	53	31		48	33						
WHT	52	48	39	62	54	35	96	75		81	54
FRL	44	44	36	54	49	31	92	66		76	49

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	550
Total Components for the Federal Index	10
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	32
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
Asian Students	
Federal Index - Asian Students	82
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	51
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
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%	
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%	
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%	

White Students	
Federal Index - White Students	55
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

There is a 24% gap between all 9th grade students and our ESE population on the Algebra 1 exam. Our math scores dropped from 2019-2021 from 49.0% to 39.9% for our entire student population. There is a 26.9% gap between all 9th grade students and our ESE population on the ELA exam. Our ELA scores dropped from 63.4% to 53.3% from 2019-2021. There is a 28.9% gap between our 10th grade students and our ESE population. There is a 23% gap between our 11th grade population and our ESE population.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The drops in our proficiency levels for our 9th graders last year (current 10th graders) in ELA and Algebra show the greatest areas of need.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The time off from school was a large contributing factor due to Covid. Also large classroom sizes and students and teacher attendance were contributing factors due to Covid. Class sizes are smaller this year to help teachers target students more appropriately. Although we cannot control covid, policies have been changed for students and teachers that are vaccinated.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Biology and US History showed improvement.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Teacher PLCs and data driven instruction were factors in improving scores.

What strategies will need to be implemented in order to accelerate learning?

Teachers are being trained on how to improve their PLCs and use data to target students and to drive instruction strategies. Math classes are also smaller than last year. We are still implementing the 2 block math schedule for students that are repeating Alg 1.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teacher leaders have attended Leadership trainings that included PLC strategies that can help PLCs have more of an impact in class. Teachers are also working cross curricularly to help develop strategies across campus that will help students be more successful. ELA will be using the new Lexia program and follow the new BEST standards. Teachers have been and are continuing to be trained on the new materials and programs. Math teachers are using IXL in some classes to help track student progress as well.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Teachers are using Lexia and IXL to track student data and use to help drive instruction. Tracking areas of weakness will allow teachers to target specific standards and implement strategies that apply to students. Teachers will continue to work in PLCs with content areas and cross curricularly to track students and develop their familiarity with the new programs.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Our ELA Lowest 25th Percentile component showed the lowest performance at 34% in 2019. The scores stayed the same and did not increase from the previous year. Our students showed the lowest performance on the Integration of Knowledge and Key Ideas and Details categories on the FSA. ELA teachers are required to dissect the data for individual students and focus on the standards in these categories to increase overall scores.

Measurable Outcome: The number of ELA Lower Quartile students making learning gains will increase by 3%.

Monitoring: Teachers will discuss process of students through productive PLCs. Administrators will partner with teachers to brainstorm on key players to ensure student growth. Teachers will monitor student trackers and discuss weekly within PLCs on how they will incorporate the technology pieces into class activities.

Person responsible for monitoring outcome: Martin Aftuck (martin.aftuck@myoneclay.net)

Evidence-based Strategy:

1. ELA department will implement and utilize a spreadsheet that tracks the lower quartile, and the bottom 33%. This tracker includes key players involved in specific student's day, including all subject area teachers. Teachers will meet in groups to discuss strategies to assist specific students that they have in common. Reading and writing strategies will be implemented throughout all subject areas.
2. Technology access for teachers and students will benefit the Lower Quartile students. Teachers will use Achieve 3000 data, Lexia, and track lexile scores through the year. Individual data tracking on the student's behalf will create ownership of their own learning.

Rationale for Evidence-based Strategy: The Tracker will assist all subject area teachers to track specific students in the lower 33%, work in groups to brainstorm ideas that will assist individual student needs, and improve overall ELA scores. Evidence of this strategy's success should be seen through lexile score increases on Achieve 3000 and Lexia.

Action Steps to Implement

1. Create and distribute spreadsheet identifying lower 33%.

Person Responsible [no one identified]

2. All subject area teachers meet as a group to discuss individual student needs.

Person Responsible [no one identified]

3. Teachers implement strategies that were discussed in the meeting.

Person Responsible [no one identified]

4. Reading and ELA teachers track lexile score growth using Achieve 3000 and Lexia

Person Responsible [no one identified]

#2. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: We know that we cannot teach students who are not at school. We need attendance to increase so that students can achieve at a higher level, close achievement gaps, and help more students graduate.

Measurable Outcome: The goal is for our school's average daily attendance to be over 97%.

Monitoring: This year the attendance team will be focusing on data and targeting students with low attendance by making phone calls and sending emails to absentees, and helping navigate through attendance meetings. We believe that this will help us alleviate chronic absenteeism. We will also create success plans for all students that participate in an attendance meeting.

Person responsible for monitoring outcome: Miranda Knox (miranda.knox@myoneclay.net)

Evidence-based Strategy: A Student Success Team (SST) is a positive, team oriented approach to assisting students with a wide range of concerns related to their school performance, attendance, and experience. The purpose of the SST is to identify and intervene based off of early warning signs, in order to design a support system for students having difficulty in the general education classroom.

Rationale for Evidence-based Strategy: We are choosing Student Success Team meetings to address attendance at MHS because this will help us build relationships with students, parents, and community partners to assist our students that need a little more structure or help developing a plan.

Action Steps to Implement

1. Attendance Team will pull attendance records each week to identify students that are at an attendance percentage of less than 90%.

Person Responsible [no one identified]

2. Attendance Team set up a Success Team meeting.

Person Responsible [no one identified]

3. Attendance Team will address concerns and develop a plan with the student and parent/guardian.

Person Responsible [no one identified]

4. Attendance Team will follow up with families to keep them on track and assist with any other needs possible.

Person Responsible [no one identified]

No description entered

Person Responsible [no one identified]

#3. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale: Student attendance has continued to be an issue at MHS. Also, although referrals have decreased, we are ranked high in relation to the state for higher level referrals.

Measurable Outcome: Student referrals will decrease 3% from previous years. Attendance rates will increase 2%.

Monitoring: The Discipline Team will monitor discipline data through Synergy and the reports sent out each month by Climate and Culture.

Person responsible for monitoring outcome: Miranda Knox (miranda.knox@myoneclay.net)

Evidence-based Strategy: Positive Behavior Incentive Systems help create a sense of belonging and appreciation for positive behaviors. PBIS is a school wide system that rewards students for positive behaviors and actions throughout the school year. It rewards students for going above and beyond. PBIS also keeps track of issues that occur around the building throughout the year.

Rationale for Evidence-based Strategy: PBIS programs have shown an increase in attendance by specifically rewarding students for positive behaviors throughout the school year. It has also statistically helped schools decrease referrals throughout the school year when implemented consistently.

Action Steps to Implement

1. Create criteria for what we are recognizing in students.

Person Responsible [no one identified]

2. Create certificate for recognizing students and purchase candy to go with the certificate.

Person Responsible [no one identified]

3. Explain to the staff how we will reward students, why we are rewarding students, and how we will implement the program throughout the year.

Person Responsible [no one identified]

4. Have staff track who they give the Bravo Broncos rewards to throughout each round and draw a student name for an athletic pass or other reward to be determined.

Person Responsible [no one identified]

5. Track discipline and attendance data each month.

Person Responsible [no one identified]

No description entered

Person Responsible [no one identified]

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

It is evident that Middleburg High School has a very high rate of referrals for Tobacco Related Incidents. In comparison to the state MHS is in the bottom 87th percentile. This is due to the increase in vapes on campus. As a concerning area the school will monitor specific areas where the vapes were discovered, focusing on restrooms, sporting events, and the student parking lot. We will have teachers posted directly outside restrooms during transition times. At sporting events officers and administrators will be present at all home games and regularly checking the restrooms. Also, specific areas will be locked up so students cannot congregate in unsupervised areas. Teachers will circulate the parking lot during class changes to ensure students are quickly entering the building and not staying in the parking lot.

Secondly, MHS was ranked 343 out of 505 schools when it comes to suspensions. If students are not in class they are not learning. We will focus on providing opportunities for restitution and keeping students in class unless there is no other option due to the violation. We will work with students to create plans on how to approach situations before and after they have offended to assist with decision making. This will be tracked through our student success team meetings, using early warning signs to identify students before they offend. We will also build relationships with students to create trust and a mutually respectful relationship with students through PBIS programs. This will be tracked through the Bravo Broncos Rewards Log. We hope to encourage positive behavior and reward students in real time to show appreciation and their capability to be on track.

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.

1. Bravo Broncos
2. Consistent School Expectations
3. Student of the Week

4. All Star Teacher of the Week
5. Scholar of the Week
6. Athlete of the Month
7. Faculty tailgates before athletic events
8. Social Emotional Lessons and Support through 7 Mindsets and other lessons Schoolwide Visuals/ Projects
9. Popcorn on Wednesdays for Teachers

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Administrative Team: Collecting nominations each week/month, tracking PBIS log from teachers, procuring the rewards for schoolwide PBIS, Teaching and reteaching high expectations, tracking attendance and discipline

Teachers/Faculty Members: Giving out rewards and completing Bravo Broncos rewards, nominating students, participating in faculty events, teaching and reteaching high standards

Students: Giving feedback on what rewards they enjoy, contributing positively to the school environment

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Student Attendance	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	\$0.00
Total:			\$0.00