

Citrus County Schools

Inverness Middle School



2022-23 Schoolwide Improvement Plan

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Inverness Middle School

1950 HIGHWAY 41 N, Inverness, FL 34450

<https://ims.citruschools.org/>

Demographics

Principal: Melissa BaIRD

Start Date for this Principal: 7/1/2020

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	97%
2021-22 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 Asian Students Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (43%) 2018-19: B (56%) 2017-18: B (56%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Citrus County School Board on 10/11/2022.

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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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p>2021-22 Title I School</p> <p>Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>97%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>18%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C	C	B	B

School Board Approval

This plan was approved by the Citrus County School Board on 10/11/2022.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of the IMS learning community is to empower our students to reach their full potential: to respect the diversity of others, become responsible citizens and lifelong learners.

Provide the school's vision statement.

The IMS vision is to prepare our students to be kind, respectful, and responsible.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Baird, Melissa	Principal	<p>(1) Provide leadership in the continuous improvement of the total educational program in the school. (2) Manage and administer the overall instructional program of the school. (3) Manage and administer the overall activities of assessing and developing the instructional program of the school. (4) Provide leadership and facilitate the accreditation program at the school. (5) Involve others in the decision-making process and encourage teamwork, collaboration and partnerships. (6) Assume, as requested, a District-wide leadership role for an identified function, program, or service, such as curriculum development, instructional technology, staff development, or custodial coordination. (7) Participate, as requested, in District-wide curriculum development and assume responsibility for the implementation of such programs when approved. (8) Participate, as requested, in the evaluation, selection and adoption of textbooks and other instructional materials. (9) Participate, as requested, in the development of the District's student assessment program. Manage and administer the testing program for the school. (10) Provide leadership, facilitate and oversee the wise use of personnel resources within the school. (11) Serve as the liaison between the school and District-wide services available to assist the school in its mission. (12) Manage the implementation and administration of negotiated employee contracts at the school level. (13) Provide leadership and facilitate the development of long- and short-range instructional and facility needs. (14) Manage and administer plant safety and facility inspections, including supervision of buildings and grounds. (15) Manage and administer maintenance services for the school in such a manner that ensures maximum life and use of the facility. (16) Provide leadership for student discipline and implement disciplinary procedures and policies that ensure a safe and orderly environment. (17) Facilitate, manage and supervise financial planning for the school, including the preparation of the school's budget. (18) Manage and supervise the wise use of financial resources for the school. (19) Manage and administer purchasing by the school to ensure maximum educational value of supplies, materials, equipment and services. (20) Oversee financial accounting to ensure judicious management of all school funds. (21) Manage and supervise the preparation of financial reports for the school. (22) Manage and supervise student accounting and attendance procedures at the school. (23) Coordinate with the Food Service Director to oversee and supervise the school food service program. (24) Serve as a liaison between the school and community and provide leadership for positive school / community relations. (25) Serve as the liaison between the school and business community and provide leadership for the development of partnerships to benefit the school. (26) Keep well informed about current trends in education. (27) Keep well informed of policy, procedures, instructional programs, potential problems and the resolution of existing problems. (28) Keep staff informed of policy, procedures, instructional programs, potential problems and the resolution of existing problems. (29) Keep Superintendent and appropriate District staff informed of problems and events of unusual nature. (30) Oversee and maintain accountability for property inventory records and security of school property. (31) Oversee the development of a master schedule for teachers. (32) Provide leadership for and coordinate the supervision of extracurricular activities / events / programs. (33) Approve all school-sponsored activities and maintain a calendar for all school events. (34) Provide for the articulation of the school' instructional program and services</p>

Name	Position Title	Job Duties and Responsibilities
		<p>among school personnel. (35) Provide leadership for the school improvement process and accountability process. (36) Provide leadership for the development and maintenance of an environment that is conducive to teaching and learning. (37) Assume all duties and responsibilities in Florida statutes. (38) Provide leadership to ensure that appropriate staff development activities are available to meet staff needs in carrying out the school improvement and accountability plan. (39) Supervise and coach assigned personnel, conduct annual performance appraisals and make recommendations for appropriate employment action. (40) Coordinates with the Executive Director of Support Services to supervise and oversee transportation services at the school. (41) Establish procedures to be used in the event of a school crisis or civil disobedience and provide leadership in the event of such happenings. (42) Implement School Board policy, State statutes and federal regulations as they pertain to the school. (43) Establish the job assignments for all school-site administrators and assess the school-site administrator' performance. (44) Manage and supervise the school' athletic and student activity programs, including the selection of club sponsors and coaches. (45) Maintain visibility and accessibility on the school campus. (46) Participate in the development of the District strategic plan, District school calendar, District staffing plan and manpower plans. Manage and administer school functions relating to these items. (47) Assign and supervise school personnel to special projects for the enhancement of the school. (48) Attend school-related activities and events. (49) Participate in leadership development activities. (50) Perform job responsibilities with sustained focus and attention to detail for extended periods of time. (51) Perform other incidental tasks consistent with the goals and objectives of this position.</p>
Gardner, Stephanie	Assistant Principal	<p>(1) Provide assistance and feedback to school personnel. (2) Develop and implement the school's instructional program with assistance from District personnel and provide its articulation among school personnel as assigned by the Principal. (3) Develop the master teaching schedule and assign teachers according to identified needs. (4) Utilize current educational trends in the planning and preparation of the school instructional program. (5) Interpret and enforce School Board policy, state statutes and federal regulations. (6) Implement the accreditation program for the assigned school. (7) Coordinate in the selection of textbooks, material and equipment needed at the assigned school. (8) Manage and administer the testing program for the school. (9) Facilitate personnel development to assure that the school will realize maximum value from each of its employees through in-service, the Professional Orientation Program and other developmental activities. (10) Facilitate process of positive communication among students, parents, teachers, and clerical staff in daily interactions. (11) Provide leadership in the event of school crisis and/or civil disobedience. (12) Provide leadership in the school improvement process. (13) Administer and develop teacher duty rosters for the school. (14) Provide supervision while maintaining visibility about the campus and classroom. (15) Establish guidelines for proper student conduct and effective disciplinary procedures and policies for the school. (16) Interpret and enforce the District's Code for Student Conduct. (17) Supervise all facets of the registration process. (18) Coordinate the production of pre-planning materials. (19) Supervise and</p>

Name	Position Title	Job Duties and Responsibilities
Goalsby, Todd	Assistant Principal	<p>evaluate instructional, support, and service personnel as assigned by the Principal. (20) Comply with provisions of collective bargaining agreements. (21) Interview and select qualified personnel to be recommended for employment, reappointment and termination as directed by the Principal. (22) Develop and maintain positive school/community relations and act as a liaison between school and community. (23) Coordinate the school food service program as it relates to the special needs of the school. (24) Maintain adequate property inventory records, key control and security of school property. (25) Participate in the development of long-range facility needs at the assigned school. (26) Coordinate plant safety and facility inspection at the school. (27) Manage and administer the maintenance function for the school in a manner that ensures maximum life and use of facility. (28) Coordinate the transportation services at the assigned school. (29) Participate in the function of financial planning for the school, which may include assisting in the preparation of the school's budget. (30) Participate in the disbursement of funds to assure that the school will realize the maximum value educationally and financially in securing supplies, materials, equipment and services. (31) Supervise the function of student accounting at the school, as it pertains to funding and attendance. (32) Manage and administer the attendance policy and procedures. (33) Communicate, through the Principal, to appropriate District staff, information relating to various problems or events of unusual nature. (34) Coordinate data processing activities as assigned. (35) Provide leadership for, and supervision of, extracurricular activity programs. (36) Participate in the administration of the school's athletic program. (37) Assist in managing and supervising the student activity programs, including the selection of club sponsors. (38) Approve school-sponsored activities and maintain a calendar of all school events. (39) Assume responsibility of the school when the Principal is absent from the building. (40) Supervise and coach assigned personnel, conduct annual performance appraisals, and make recommendations for appropriate employment action. (41) Perform job responsibilities with sustained focus and attention to detail for extended periods of time. (42) Perform other incidental tasks consistent with the goals and objectives of this position.</p> <p>(1) Provide assistance and feedback to school personnel. (2) Develop and implement the school's instructional program with assistance from District personnel and provide its articulation among school personnel as assigned by the Principal. (3) Develop the master teaching schedule and assign teachers according to identified needs. (4) Utilize current educational trends in the planning and preparation of the school instructional program. (5) Interpret and enforce School Board policy, state statutes and federal regulations. (6) Implement the accreditation program for the assigned school. (7) Coordinate in the selection of textbooks, material and equipment needed at the assigned school. (8) Manage and administer the testing program for the school. (9) Facilitate personnel development to assure that the school will realize maximum value from each of its employees through in-service, the Professional Orientation Program and other developmental activities. (10) Facilitate process of positive communication among students, parents, teachers, and clerical staff in daily interactions. (11) Provide leadership in the event of school crisis and/or civil disobedience. (12) Provide leadership in the school improvement process. (13)</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Administer and develop teacher duty rosters for the school. (14) Provide supervision while maintaining visibility about the campus and classroom. (15) Establish guidelines for proper student conduct and effective disciplinary procedures and policies for the school. (16) Interpret and enforce the District's Code for Student Conduct. (17) Supervise all facets of the registration process. (18) Coordinate the production of pre-planning materials. (19) Supervise and evaluate instructional, support, and service personnel as assigned by the Principal. (20) Comply with provisions of collective bargaining agreements. (21) Interview and select qualified personnel to be recommended for employment, reappointment and termination as directed by the Principal. (22) Develop and maintain positive school/community relations and act as a liaison between school and community. (23) Coordinate the school food service program as it relates to the special needs of the school. (24) Maintain adequate property inventory records, key control and security of school property. (25) Participate in the development of long-range facility needs at the assigned school. (26) Coordinate plant safety and facility inspection at the school. (27) Manage and administer the maintenance function for the school in a manner that ensures maximum life and use of facility. (28) Coordinate the transportation services at the assigned school. (29) Participate in the function of financial planning for the school, which may include assisting in the preparation of the school's budget. (30) Participate in the disbursement of funds to assure that the school will realize the maximum value educationally and financially in securing supplies, materials, equipment and services. (31) Supervise the function of student accounting at the school, as it pertains to funding and attendance. (32) Manage and administer the attendance policy and procedures. (33) Communicate, through the Principal, to appropriate District staff, information relating to various problems or events of unusual nature. (34) Coordinate data processing activities as assigned. (35) Provide leadership for, and supervision of, extracurricular activity programs. (36) Participate in the administration of the school's athletic program. (37) Assist in managing and supervising the student activity programs, including the selection of club sponsors. (38) Approve school-sponsored activities and maintain a calendar of all school events. (39) Assume responsibility of the school when the Principal is absent from the building. (40) Supervise and coach assigned personnel, conduct annual performance appraisals, and make recommendations for appropriate employment action. (41) Perform job responsibilities with sustained focus and attention to detail for extended periods of time. (42) Perform other incidental tasks consistent with the goals and objectives of this position.</p>

Demographic Information

Principal start date

Wednesday 7/1/2020, Melissa Ba IR D

Number of teachers with a 2022 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.*

3

Number of teachers with a 2022 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.*

9

Total number of teacher positions allocated to the school

67

Total number of students enrolled at the school

1,023

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

5

Identify the number of instructional staff who joined the school during the 2022-23 school year.

12

Demographic Data

Early Warning Systems

Using prior year's 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	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	327	350	346	0	0	0	0	1023
Attendance below 90 percent	0	0	0	0	0	0	103	132	140	0	0	0	0	375
One or more suspensions	0	0	0	0	0	0	20	93	108	0	0	0	0	221
Course failure in ELA	0	0	0	0	0	0	18	71	50	0	0	0	0	139
Course failure in Math	0	0	0	0	0	0	34	70	61	0	0	0	0	165
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	48	77	111	0	0	0	0	236
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	95	78	75	0	0	0	0	248
Number of students with a substantial reading deficiency	0	0	0	0	0	0	148	162	176	0	0	0	0	486

Using the table above, complete the table below with the number of students by current grade level who have 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	83	131	146	0	0	0	0	360

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Wednesday 8/31/2022

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	345	340	348	0	0	0	0	1033
Attendance below 90 percent	0	0	0	0	0	0	91	77	76	0	0	0	0	244
One or more suspensions	0	0	0	0	0	0	23	77	102	0	0	0	0	202
Course failure in ELA	0	0	0	0	0	0	16	77	66	0	0	0	0	159
Course failure in Math	0	0	0	0	0	0	65	20	28	0	0	0	0	113
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	55	72	68	0	0	0	0	195
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	90	65	60	0	0	0	0	215
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	86	94	93	0	0	0	0	273

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	3	6	16	0	0	0	0	25
Students retained two or more times	0	0	0	0	0	0	5	9	10	0	0	0	0	24

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	345	340	348	0	0	0	0	1033
Attendance below 90 percent	0	0	0	0	0	0	91	77	76	0	0	0	0	244
One or more suspensions	0	0	0	0	0	0	23	77	102	0	0	0	0	202
Course failure in ELA	0	0	0	0	0	0	16	77	66	0	0	0	0	159
Course failure in Math	0	0	0	0	0	0	65	20	28	0	0	0	0	113
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	55	72	68	0	0	0	0	195
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	90	65	60	0	0	0	0	215
Number of students with a substantial reading deficiency	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	86	94	93	0	0	0	0	273

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	3	6	16	0	0	0	0	25
Students retained two or more times	0	0	0	0	0	0	5	9	10	0	0	0	0	24

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	43%	46%	50%				55%	56%	54%
ELA Learning Gains	36%						54%	53%	54%
ELA Lowest 25th Percentile	26%						48%	46%	47%
Math Achievement	45%	30%	36%				65%	62%	58%
Math Learning Gains	39%						53%	54%	57%
Math Lowest 25th Percentile	42%						46%	44%	51%
Science Achievement	37%	48%	53%				46%	55%	51%
Social Studies Achievement	63%	47%	58%				79%	76%	72%

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
06	2022					
	2019	53%	52%	1%	54%	-1%
Cohort Comparison						
07	2022					
	2019	56%	55%	1%	52%	4%
Cohort Comparison		-53%				
08	2022					
	2019	51%	54%	-3%	56%	-5%
Cohort Comparison		-56%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	52%	51%	1%	55%	-3%
Cohort Comparison						
07	2022					
	2019	66%	62%	4%	54%	12%
Cohort Comparison		-52%				
08	2022					
	2019	55%	49%	6%	46%	9%
Cohort Comparison		-66%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	45%	52%	-7%	48%	-3%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	77%	74%	3%	71%	6%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	91%	70%	21%	61%	30%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	57%	43%	57%	43%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	26	34	23	24	28	30	21	36			
ELL	20			50							
ASN	69	67		77	67						
BLK	24	32		20	31	36					
HSP	23	27	29	41	45	40	50	50	60		
MUL	26	28	31	33	33	31	17	67			
WHT	45	37	24	46	38	43	36	64	56		
FRL	38	34	28	40	39	43	34	55	47		
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	17	29	37	21	36	39	8	39			
ELL	36	60		50	45						

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
ASN	92	82		92	73						
BLK	29	43	43	22	18	9					
HSP	40	42	18	46	41	52	36	69			
MUL	52	50		40	31		45	67	45		
WHT	49	46	35	54	47	39	45	64	43		
FRL	44	46	33	48	43	40	40	59	42		
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	29	51	45	32	45	34	22	61			
ASN	69	53		88	65						
BLK	26	36	47	45	53	43		81			
HSP	59	53	36	56	46	44	47	93	33		
MUL	55	48		62	51	42	44	64	60		
WHT	56	55	50	66	53	46	48	78	64		
FRL	50	53	52	58	53	42	42	76	54		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	386
Total Components for the Federal Index	9
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	35

English Language Learners	
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	70
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	29
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	41
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	33
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	43
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	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

ELA data shows a three year downward trend: 2019 - 55%, 2021 - 45%, 2022 - 43%
 Math data shows a three year downward trend: 2019 - 65%, 2021 - 53%, 2022 - 45%

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Progress monitoring and 2022 state assessments indicate ELA achievement, especially that of our students in the bottom quartile, and math achievement both demonstrate great need for improvement.

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

Key Factors: COVID 19 has had a major impact on student achievement over the last three years. Student absences, as well as students enrolling and unenrolling in brick-and-mortar, virtual, and/or home school, combined with staff absences due to illness has impacted the effectiveness of instruction.

Actions: Purposeful development of positive relationships with students, create additional opportunities for meaningful involvement (new clubs and elective offerings), monitor attendance regularly and follow up on students who have missed 3+ days of school, and utilize alternatives to suspension when possible.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

- *Learning gains for our students in the bottom quartile in mathematics - 3% gain
- *Social Studies achievement - 1% loss (still within the range of an A rating)
- *Middle School Acceleration - 9% gain

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

- *Implementing ALEKS with fidelity as the primary intervention program for students who previously scored a level 1 or 2 on the FSA Mathematics assessment.
- *Experienced Civics teachers, consistent progress monitoring with USA TestPrep, and data used to guide instruction.
- *In addition to more students attempting the Algebra 1 and Geometry EOCs, we increased opportunities for students to earn industry certification.

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

We will utilize our ESE inclusion teachers to better support our SWD population in core/tested content areas and we will continue to have our SWD participate in LRE. Teachers will be trained to utilize Achieve 3000, Lexia, and ALEKS with fidelity. Regular data chats will be held to monitor the effectiveness of instruction and guide instructional changes moving forward.

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.

We will continue to provide PD opportunities specific to the BEST Standards, curriculum materials and progress monitoring tools for math and ELA, and the new FAST assessments. Teacher will also engage in Learning-Focused Strategies PD throughout the school year.

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

Continued support from our school-based Instructional Coach for progress monitoring, data chats, and data reviews, as well as support and guidance from our district TOSAs/program specialists for ELA, Math, Science, and Social Studies.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

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#1. Instructional Practice specifically relating to ELA

Area of Focus

Description and

Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

This area was identified as a critical need after reviewing progress monitoring data from USA TestPrep, Lexia, Achieve 3000 and statewide assessment scores for FSA ELA. Students at IMS are struggling with concepts specific to identifying Key Ideas and Details, Craft & Structure, as well as Integration of Knowledge and Ideas from multiple sources.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The number of students, grades 6-8, scoring proficient on the FAST ELA assessment as compared to the FSA ELA assessment will increase by 5% (from 43% to 48%).

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Progress toward this goal will be monitored through three administrations of the FAST ELA assessments, as well as the SAVVAS progress monitoring assessments (beginning, middle, and end of year).

Person responsible for monitoring outcome:

Melissa Baird (bairdm@citrusschools.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

*Students scoring a level 1 on FSA ELA: Daily tier 3 intervention with Reading Endorsed teacher utilizing Lexia and Achieve 3000.
 *Students scoring a level 2 on FSA ELA: Daily tier 2 intervention with certified ELA teacher utilizing Lexia and Achieve 3000.
 *SWD: Daily inclusion classes for ELA with certified ESE teacher and certified ELA teacher.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

This strategy was selected based guidelines outlined in the Citrus County K-12 District Reading Plan.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Ensure all FSA level 1 and 2 readers are enrolled with certified teachers for ELA, Reading, and Intensive Reading Courses. Monitor student progress through multiple sources of data, FAST, SAVVAS, course grades, and progress reports from Achieve 3000 and Lexia.

Person Responsible

Melissa Baird (bairdm@citrusschools.org)

*Achieve 3000 and Lexia training for all ELA teachers providing tier 2 or tier 3 interventions.
 *Co-Teaching training for inclusion and general education teacher teams.
 *Learning Focused Strategies

Person Responsible

Melissa Baird (bairdm@citrusschools.org)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

This area was identified as a critical need after reviewing progress monitoring data from USA TestPrep and statewide assessment scores for FSA Mathematics. Students at IMS are struggling with concepts specific to Expressions & Equations, Statistics & Probability, and Geometry.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The number of students, grades 6-8, scoring proficient on the FAST Math assessment as compared to the FSA Math assessment will increase by 5% (from 45% to 50%).

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Progress toward this goal will be monitored through three administrations (beginning, middle, and end of year) of the statewide Math FAST assessment.

Person responsible for monitoring outcome:

Todd Goolsby (goolsbyt@citruschools.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

*Students scoring a level 1 on FSA Math: Daily tier 3 intervention with certified math teacher utilizing ALEKS
 *Students scoring a level 2 on FSA Math: Daily tier 2 intervention with certified math teacher utilizing ALEKS
 *SWD: Daily inclusion classes for Math with certified ESE teacher and certified math teacher.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

While we do not have a formal district plan for mathematics, this strategy was selected to mirror the same guidelines outlined in the Citrus County K-12 District Reading Plan, but applicable to math.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Ensure all FSA level 1 and 2 math students are enrolled with certified teachers for Math and Intensive Math courses. Monitor student progress through multiple sources of data, FAST, course grades, and progress reports from ALEKS.

Person Responsible

Todd Goolsby (goolsbyt@citruschools.org)

*ALEKS training for all Math teachers providing tier 2 or tier 3 interventions.
 *Co-Teaching training for inclusion and general education teacher teams.
 *Learning Focused Strategies

Person Responsible

Todd Goolsby (goolsbyt@citruschools.org)

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

IMS has been identified as a TS&I school due to the following underperforming subgroups: Black/African American - 29%, Multiracial - 33%, ELL - 35%, SWD - 28%, and Economically Disadvantaged - 40%. The threshold for being designated as underperforming is a Federal Index at or below 40%.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Academic achievement gaps on the FAST assessments (as compared to the FSA) will be reduced by 5% for students identified as members of the following subgroups: ELL, ED, SWD, Black, or Multiracial.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Progress toward this goal will be monitored through multiple sources of data: three administrations (beginning, middle, and end of year) of the statewide ELA and Math FAST assessments, course grades, progress reports from ALEKS, Achieve 3000, and Lexia, and mastery of IEP goals (as applicable).

Person responsible for monitoring outcome:

Stephanie Gardner (gardners1@citruschools.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

*Students scoring a level 1 on FSA: Daily tier 3 intervention with certified teacher.
 *Students scoring a level 2 on FSA: Daily tier 2 intervention with certified teacher.
 *SWD: Daily inclusion classes with certified ESE teacher and certified core teacher.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

*Increase tiered support: Tier 2 and tier 3 support provided daily for students scoring a level 1 or 2 on the FSA, in addition to core instruction, utilizing district adopted intervention programs (ALEKS, Achieve 3000, and Lexia).
 *Increase inclusive practices: Students identified as SWD will be scheduled in their least restrictive environment (LRE) for ELA and Math. Certified ESE teachers will push into designated inclusion classes to support student success.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Schedule students identified as SWD in their LRE for ELA and math according to the IEP. Schedule certified ESE teachers to push into designated inclusion classes to support student success. Monitor student progress toward mastery of IEP goals and proficiency with grade level standards.

Person Responsible

Stephanie Gardner (gardners1@citruschools.org)

Schedule students identified as ELL in ELA and math according to the IEP. Schedule certified ESE teachers to push into designated inclusion classes to support student success. Monitor student progress toward mastery of IEP goals and proficiency with grade level standards.

Person Responsible

Stephanie Gardner (gardners1@citruschools.org)

*ALEKS training for all Math teachers providing tier 2 or tier 3 interventions.

*Achieve 3000 and Lexia training for all ELA teachers providing tier 2 and tier 3 interventions.

*Co-Teaching training for inclusion and general education teacher teams.

*Learning Focused Strategies

Person Responsible

Stephanie Gardner (gardners1@citruschools.org)

#4. Positive Culture and Environment specifically relating to Discipline

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

This area was identified as a critical need after reviewing the following data points: number of office discipline referrals, number of assigned days for ISS and OSS, and survey data from staff, students, and parents.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Office discipline referrals will decrease by 5%.
 2022 ODRs – 2,005
 2023 Goal – 1,905 or less ODRs

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Progress toward this goal will be monitored through quarterly reviews of the number of office discipline referrals and number of assigned days for ISS & OSS.

Person responsible for monitoring outcome:

Todd Goolsby (goolsbyt@citruschools.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Continued implementation of the Positive Behavior Intervention and Support (PBIS) program to recognize, reward, and encourage students for positive behavior. PBIS is an evidenced-based approach used to promote school safety and good behavior. Students at IMS earn PIBS points they can exchange for a variety of extrinsic and intrinsic rewards.

Behavior Specialist will regularly meet with high need students to support the development of positive coping strategies and reduce the number of office referrals and suspensions.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for

When student behaviors escalate, the addition of a Behavior Specialist on campus is an invaluable resource for students who need more support and explicit intervention beyond what our schoolwide behavior program (PBIS) provides. The Behavior Specialist proactively meets with small groups, as well as individual students for instruction in acceptable coping strategies, modeling, and role play of replacement behaviors. The Behavior Specialist conducts in-class observations to support instructional staff in designing effective behavioral strategies.

selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

*Promote PBIS program with students, staff, and families.

*Identify high need students who will benefit from proactive intervention with the Behavior Specialist.

Person Responsible [no one identified]

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

We hold two Title I Family Nights that combine high interest family engagement activities with curriculum information. All stakeholders are invited to join our quarterly SAC meetings. We notify parents of school wide events through a weekly callout and email. We use a monthly newsletter to help keep our students and parents informed. We utilize Twitter and Facebook to share academic and athletic events, as well as special recognitions at Inverness Middle School.

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

At Inverness Middle School it is imperative that all of the following stakeholders work together to promote a positive culture and environment: students, teachers, support staff, administration, parents, community and district support. This requires consistent and clear communication and collaboration from all stakeholders as each plays an integral part in promoting and maintaining a positive culture and environment at Inverness Middle School.