

Brevard Public Schools

Stone Magnet Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Stone Magnet Middle School

1101 E UNIVERSITY BLVD, Melbourne, FL 32901

<http://www.stone.brevard.k12.fl.us>

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

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

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

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

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

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

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

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

To create active citizens of the 21st century through commitment, dedication, teamwork and scholarship.

Provide the school's vision statement.

Facilitating innovation and leadership through AVID and STEAM best practices.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Lundy, Courtney	Principal	Serves as an instructional leader, collaborates with all stakeholders, supports the students, teachers and the administrative team, analyzes data on an ongoing basis and strives for student learning.
Straus, Sarah	Assistant Principal	Serves as an instructional leader, collaborates with all stakeholders, supports the students, teachers and the administrative team, analyzes data on an ongoing basis and strives for student learning.
Wilkerson, Tia	Assistant Principal	Serves as an instructional leader, collaborates with all stakeholders, supports the students, teachers and the administrative team, analyzes data on an ongoing basis and supports positive discipline.
Gates, Jennifer	Instructional Coach	Serves as an instructional coach for English, collaborates with all stakeholders, supports the students, teachers and the administrative team, analyzes data on an ongoing basis and provides academic interventions for students. In addition, leads our Title 1 plan and supports Title 1 interventions.
DaRosa, Nicole	Instructional Coach	Literacy Coach - Supports Schoolwide Literacy - Serves as an instructional leader for literacy, collaborates with all stakeholders, supports the students, teachers and the administrative team, analyzes data on an ongoing basis and provides academic interventions for students.
Stevenson, Michelle	Math Coach	Serves as an instructional leader for math, collaborates with all stakeholders, supports the students, teachers and the administrative team, analyzes data on an ongoing basis and provides academic interventions for students.
Borck, Kelly	Other	Serves as an instructional leader, collaborates with all stakeholders, supports the students, teachers and the administrative team, analyzes data on an ongoing basis and supports positive discipline.
Merrill, Loren	Other	Serves as an instructional leader as a support coach for new teachers, collaborates with all stakeholders, supports the students, teachers and the administrative team, analyzes data on an ongoing basis and supports positive discipline.

Stakeholder Involvement and SIP Development

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

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

Through our summer instructional leadership meeting, AVID Conference collaboration with teachers and through pre-planning teacher department meetings, we reviewed data, analyzed the data and determined goals and instructional focus areas. In addition, all stakeholders continued the planning process during our SAC meeting at which time the SIP was discussed, edited and finalized. Our SAC committee consists of administration, teachers, parents, staff members, teachers and community leaders.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will always be reviewed and monitored during our weekly leadership meeting, at our monthly SAC meeting and at our monthly faculty meeting. During the collaboration with all stakeholders, we will adapt to service our goals, student learning and ongoing progress towards success for our students and families. As we review our progress monitoring data, we will focus on our ESSA groups (African American students and students with disabilities). We will adjust and implement as needed based on ongoing review of student learning and collaboration with all stakeholders.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 7-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	62%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C

	2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	70	49	119	
One or more suspensions	0	0	0	0	0	0	0	63	75	138	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	4	26	30	
Course failure in Math	0	0	0	0	0	0	0	7	46	53	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	67	116	183	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	7	46	53	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	129	158	287	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	21	53	74

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	3	3	6
Students retained two or more times	0	0	0	0	0	0	0	6	8	14

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	57	28	85	
One or more suspensions	0	0	0	0	0	0	0	43	70	113	
Course failure in ELA	0	0	0	0	0	0	0	6	10	16	
Course failure in Math	0	0	0	0	0	0	0	2	11	13	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	63	113	176	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	64	110	174	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	64	101	165

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	18	2	20
Students retained two or more times	0	0	0	0	0	0	0	20	14	34

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	57	28	85	
One or more suspensions	0	0	0	0	0	0	0	43	70	113	
Course failure in ELA	0	0	0	0	0	0	0	6	10	16	
Course failure in Math	0	0	0	0	0	0	0	2	11	13	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	63	113	176	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	64	110	174	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	64	101	165

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	18	2	20
Students retained two or more times	0	0	0	0	0	0	0	20	14	34

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	40	51	49	35	50	50	36		
ELA Learning Gains				36			34		
ELA Lowest 25th Percentile				32			19		
Math Achievement*	41	55	56	37	33	36	34		
Math Learning Gains				43			27		
Math Lowest 25th Percentile				45			31		
Science Achievement*	31	47	49	36	53	53	28		
Social Studies Achievement*	53	67	68	60	48	58	56		
Middle School Acceleration	60	69	73	65	36	49	48		
Graduation Rate					48	49			
College and Career Acceleration					71	70			
ELP Progress	50	47	40	61	72	76	51		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	275
Total Components for the Federal Index	6
Percent Tested	97
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	450
Total Components for the Federal Index	10
Percent Tested	95
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	30	Yes	4	2
ELL	36	Yes	1	
AMI				
ASN	73			
BLK	29	Yes	4	1
HSP	47			
MUL	44			
PAC				
WHT	55			

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	41			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	26	Yes	3	1
ELL	49			
AMI				
ASN	80			
BLK	32	Yes	3	
HSP	47			
MUL	47			
PAC				
WHT	51			
FRL	42			

Accountability Components by Subgroup

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

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	40			41			31	53	60			50
SWD	19			26			12	39	54		5	
ELL	23			30			33	30	50		6	50
AMI												
ASN	64			82							2	
BLK	24			28			11	35	49		5	
HSP	42			41			34	52	57		6	57
MUL	50			39			26	61	42		5	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	50			49			53	62	67		6	50
FRL	33			36			23	50	51		6	52

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	35	36	32	37	43	45	36	60	65			61
SWD	12	32	29	15	33	39	15	33				
ELL	33	48	53	37	48	50	29	60	73			61
AMI												
ASN	70			90								
BLK	20	26	27	18	38	44	22	42	49			
HSP	40	40	41	42	40	29	39	64	62			77
MUL	31	39	38	39	41	53	31	64	83			
PAC												
WHT	46	42	36	50	48	51	47	74	68			
FRL	29	34	33	32	41	45	30	54	58			68

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	36	34	19	34	27	31	28	56	48			51
SWD	10	21	18	14	25	32	11	27	21			
ELL	29	32	17	27	27	38	9	50	50			51
AMI												
ASN	73	55		91	45							
BLK	23	27	16	17	18	26	13	47	22			
HSP	38	34	14	35	32	46	32	55	49			62
MUL	40	37		32	17	10	27	42	56			
PAC												
WHT	44	37	23	48	35	35	38	66	59			31
FRL	31	32	18	28	25	27	20	51	36			50

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	40%	53%	-13%	47%	-7%
08	2023 - Spring	35%	52%	-17%	47%	-12%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	44%	58%	-14%	48%	-4%
08	2023 - Spring	17%	38%	-21%	55%	-38%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	28%	48%	-20%	44%	-16%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	65%	51%	14%	50%	15%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	95%	50%	45%	48%	47%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	50%	69%	-19%	66%	-16%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

Based on last year's data, areas for opportunity in improvement are in English Language Arts and Science. Science displayed a 28% proficiency with a decline of 9% from the previous year. English Language Arts showed a 37% proficiency. Science lost a teacher at the beginning of the year which created larger class sizes. In addition, teachers did not complete as many labs per district expectations and we know discovery learning creates learning gains. English Language Arts is on the right track as we did see an increase in proficiency and now that we have consistent Literacy Coaches we should see additional learning gains.

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

Civics and Science were the only subject areas to decline. Civics showed the biggest decline with a 9% decline compared to the year prior with an overall proficiency of 50%. Science displayed a decline of 7% with an overall proficiency of 28%. Science lost a teacher at the beginning of the year which created larger class sizes. In addition, teachers did not complete as many labs per district expectations and we know discovery learning creates learning gains. Due to our high percentage of students below grade level in ELA, literacy school wide is key to improved success across content areas.

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 data components that had the biggest gaps compared to the state average were Science and Civics with a difference of negative sixteen. In addition, pre-algebra had a gap of negative 38. Due to 62% of our students being below grade level in reading the previous year, we believe this contributed to struggles with all content areas campuswide.

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

The data component that showed the most improvement was our overall math proficiency with an increase of four. In addition, Math 7A showed an increase of fourteen in their proficiency.

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

According to our EWS data, the two potential areas of concern are students scoring a level 1 in ELA and students with 1 or more suspensions.

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

1. Continued ELA Proficiency
2. ESSA Subgroups- African Americans and Students with Disabilities
3. Math Proficiency
4. Discipline linked to EWS students with suspensions- Positive Culture Schoolwide

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. ESSA Subgroup specifically relating to Black/African-American**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to our 2021-22 and 2022-23 assessment scores, students who are black/African American and students with disabilities fell below 41% proficiency. Students who are Black/African American showed a 30% proficiency rate. Students with disabilities showed a 25% proficiency rate.

Measurable Outcome:

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

At the end of the 2023-24 school year, students who are Black/African American and students with disabilities will show a 45% proficiency rate based on the FAST assessment data.

Monitoring:

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

Ongoing progress monitoring will include FAST progress monitoring, Read 180-Reading Inventory, Amplify classroom assessments, district assessments and class assessment data. The data will enable us to track student progress. Students who are Black/American and students with disabilities will be monitored as a whole to determine needs for supports and interventions.

Person responsible for monitoring outcome:

Sarah Straus (straus.sarah@brevardschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Stone Magnet Middle School will focus on quality, standards based instruction, creating high expectations, believing in our students and incorporating Writing, Inquiry, Collaboration, Organization and Reading (WICOR strategies) schoolwide. In addition, students will be monitored, identified and provided with interventions through ongoing small group interventions, Intensive Reading classes and our MTSS/ Response to intervention process through each students review of their IEP. General education teachers and support facilitators will provide targeted support for students, utilizing High-Leverage Practices (HLPs). There are 22 HLPs in total that were developed to address the most critical practices that every K-12 teacher should be able to understand and demonstrate in the following domains: collaboration, assessment, social/emotional/behavioral, and instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

According to research completed by John Hattie, response to intervention has an effect size of 1.29. That is over a years worth growth in learning. According to Advancement Via Individual Determination WICOR has proven to support student learning and learning gains. <https://www.avid.org/research>
High Leverage Strategies have proven to support learning for students with disabilities <https://highleveragepractices.org/>

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Teachers implement standards based, grade level appropriate assignments and tasks on a daily basis.

Person Responsible: Courtney Lundy (lundy.courtney@brevardschools.org)

By When: 9/1//2023- May 30,2024

Provide all teachers with professional development linked to WICOR strategies and follow up through walk throughs and feedback.

Person Responsible: Courtney Lundy (lundy.courtney@brevardschools.org)

By When: 8/13/2023

Ongoing lead team and administrative feedback with team built walk through document to aid in strong instruction and student supports.

Person Responsible: Nicole DaRosa (darosa.nicole@brevardschools.org)

By When: 9/1/2023

Provide teacher planning days and professional development with a focus in analyzing data, identify Black/African American students and students with disabilities, and preparing for strong instruction and interventions/small group supports.

Person Responsible: Sarah Straus (strauss.sarah@brevardschools.org)

By When: 9/1/2023

Implement the MTSS/RTI process to initiate interventions, small group supports and ongoing analysis of student learning.

Person Responsible: Nicole DaRosa (darosa.nicole@brevardschools.org)

By When: Ongoing, 10/1/2023

Parent engagement and family members of African American students are encouraged to be active members of the school decision making team and as a part of their student's education (T1)

Person Responsible: Jennifer Gates (gates.jennifer@brevardschools.org)

By When: 10/1/2023

Professional Learning Communities meet monthly and work collaboratively through data analysis to create action to goals and interventions to achieve better results for African American students.

Person Responsible: Courtney Lundy (lundy.courtney@brevardschools.org)

By When: 8/20/2023, ongoing

Teachers will identify their students who are African American and students with disabilities to aide in creating differentiated instruction and intervention plans as needed.

Person Responsible: Nicole DaRosa (darosa.nicole@brevardschools.org)

By When: Ongoing, 10/1/2023

Provide Professional Development linked to High Leverage Strategies and follow up through walk throughs and feedback.

Person Responsible: Sarah Straus (strauss.sarah@brevardschools.org)

By When: 10/1/2023

Provide team teacher training for general education and ESE teachers with follo wup feedback.

Person Responsible: Sarah Straus (strauss.sarah@brevardschools.org)

By When: 10/1/2023

#2. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on our 2022-2023 FAST test scores and progress monitoring assessments, our students showed an increase of two percentage points in ELA. ELA proficiency went from 35% to 37%. We are will continue to focus on literacy strategies schoolwide to continue with the positive growth.

Measurable Outcome:

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

At the end of the 2023-24 school year, our FAST ELA proficiency data will improve from 37% to 53% on the state FAST assessment.

Monitoring:

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

Ongoing progress monitoring will include FAST, Reading inventory, and Amplify Unit Assessments. This data will enable us to track student progress. In addition, we will conduct walkthroughs to ensure quality instructional processes.

Person responsible for monitoring outcome:

Nicole DaRosa (darosa.nicole@brevardschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Stone Magnet Middle School will focus on quality, standards based instruction, creating high expectations, believing in our students and incorporating Writing, Inquiry, Collaboration, Organization and Reading (WICOR strategies) schoolwide. In addition, students will be monitored, identified and provided with interventions through ongoing small group interventions, Intensive Reading classes and our MTSS/ Response to intervention process.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

According to research completed by John Hattie, response to intervention has an effect size of 1.29. That is over a years worth growth in learning. According to Advancement Via Individual Determination WICOR has proven to support student learning and learning gains. <https://www.avid.org/research>

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Teachers implement standards based, grade level appropriate assignments and tasks on a daily basis.

Person Responsible: Nicole DaRosa (darosa.nicole@brevardschools.org)

By When: Ongoing, 9/1/2023

Provide all teachers with professional development linked to WICOR strategies and follow up through walk throughs and feedback.

Person Responsible: Courtney Lundy (lundy.courtney@brevardschools.org)

By When: 8/18/2023

Ongoing lead team and administrative feedback with team built walk through document to aid in strong instruction and student supports.

Person Responsible: Nicole DaRosa (darosa.nicole@brevardschools.org)

By When: Ongoing, 9/15/2023

Provide teacher planning days and professional development with a focus in analyzing data, identifying strands for strong instruction and plan for ongoing analysis of student learning.

Person Responsible: Nicole DaRosa (darosa.nicole@brevardschools.org)

By When: 8/28/2023

Implement the MTSS/RTI process to initiate interventions, small group supports and ongoing analysis of student learning.

Person Responsible: Nicole DaRosa (darosa.nicole@brevardschools.org)

By When: 9/1/2023, ongoing

Parent engagement nights conducted to encourage parents to be active members of the school decision making team and as a part of their student's education. Through Title 1 we will host parent engagement events (Literacy Night) to guide parents in supporting student academic needs and provide parents with supplemental resources and manipulatives. (T1)

Person Responsible: Jennifer Gates (gates.jennifer@brevardschools.org)

By When: Ongoing, 10/1/2023

Professional Learning Communities meet monthly and work collaboratively through data analysis to create action to goals and interventions to achieve better results for all students.

Person Responsible: Nicole DaRosa (darosa.nicole@brevardschools.org)

By When: Ongoing, 10/12/2023

Instructional Coaches will plan with teachers weekly to provide instructional feedback. (T1)

Person Responsible: Nicole DaRosa (darosa.nicole@brevardschools.org)

By When: Ongoing, 10/1/2023

Implement WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies schoolwide.

Person Responsible: Courtney Lundy (lundy.courtney@brevardschools.org)

By When: Ongoing, 10/1/2023

Title 1 Reading teachers will provide students with reading intervention beyond their English and Language Arts class (T1)

Person Responsible: Courtney Lundy (lundy.courtney@brevardschools.org)

By When: 8/15/2023, ongoing

MESH support materials including summer writing topics, and at home projects to encourage family engagement and reduce students' academic summer slide. These items will be shared with families at our Summer Slide event (T1)

Person Responsible: Jennifer Gates (gates.jennifer@brevardschools.org)

By When: 5/1/2023

Provide students and teachers with small group intervention resources to help students with reading through prioritizing standards through the use of literacy activity resources. (T1)

Person Responsible: Jennifer Gates (gates.jennifer@brevardschools.org)

By When: Ongoing, 9/1/2023

Purchase AVID/WICOR binders for all 7th and 8th grade students to incorporate WICOR strategies schoolwide. The binder is evaluated weekly. (T1)

Person Responsible: Jennifer Gates (gates.jennifer@brevardschools.org)

By When: 9/1/2023

Incentives will be provided for reading hours and logs to encourage ongoing reading practice and interest. (T1)

Person Responsible: Nicole DaRosa (darosa.nicole@brevardschools.org)

By When: Ongoing, 11/1/2023

Teachers will utilize Plan book to lesson plan to support literacy schoolwide, WICOR and ongoing student learning. (T1)

Person Responsible: Sarah Straus (straus.sarah@brevardschools.org)

By When: Ongoing, 10/1/2023

Classroom screen will be utilized to create visible learning goals to support literacy schoolwide (T1)

Person Responsible: Jennifer Gates (gates.jennifer@brevardschools.org)

By When: Ongoing, 10/1/2023

Materials & Supplies such as paper, pencils, dry erase boards, markers, folders, are provided to all to support ongoing learning gains. (T1)

Person Responsible: Jennifer Gates (gates.jennifer@brevardschools.org)

By When: 9/1/2023, ongoing

FAST Parent Data Charts will be printed and provided to 7th and 8th grade students to maintain parent engagement. (T1)

Person Responsible: Jennifer Gates (gates.jennifer@brevardschools.org)

By When: 10/20/2023

#3. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to our EWS data from the 2022-23 school year two potential areas of concern are students scoring a level 1 in ELA and students with 1 or more suspensions. In addition as determined by our teacher insight survey, teachers are seeking clear expectations. Also, as noted in our student youth truth survey we can improve in students feeling like they belong and students being engaged in class.

Measurable Outcome:

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

Based on the 2023-24 school year data and through positive school culture, our suspension rate will show decline in student suspensions as determined by our discipline data.

Monitoring:

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

Ongoing progress monitoring will include weekly discipline data analysis with the leadership team and monthly collaborative intervention analysis. This data will enable us to track student progress.

Person responsible for monitoring outcome:

Tia Wilkerson (wilkerson.tia@brevardschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Through a consistent and focused Positive Behavior Intervention Program and our teacher's Educator's Thriving program students will feel like they belong and adhere to positive behaviors. In addition through a focus in the Collaboration part of WICOR, students will feel engaged in class which will lead to positive behaviors. The above interventions are linked to students attending school due to the feeling of belonging and engagement.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

According to Advancement Via Individual Determination WI-Collaboration-OR has proven to support student learning and learning gains. <https://www.avid.org/research>. Educator's Thriving has proven to provide teachers with the well being to support students and encourage a positive culture.

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

PBIS is a proven research based program to support student's positive behaviors, school culture and engagement. <https://www.pbis.org/>

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Provide parents with resources and activities to encourage increased parent-child communication in order to improve engagement in school, behaviors and attendance. (T1)

Person Responsible: Jennifer Gates (gates.jennifer@brevardschools.org)

By When: Ongoing, 10/2/2023

Provide parents with advanced notification of behavior, academic and behavior concerns through our parent liaison and ongoing supports (T1).

Person Responsible: Tia Wilkerson (wilkerson.tia@brevardschools.org)

By When: Ongoing, 10/1/2023

Collaborate and plan for interventions with our parent liaison to communicate and provide parents with resources and activities to improve school engagement and decrease behaviors. (T1)

Person Responsible: Tia Wilkerson (wilkerson.tia@brevardschools.org)

By When: Ongoing, 10/1/2023

PBIS Rewards schoolwide will be used to refocus attention on positive behaviors in turn reducing problem behaviors. Positive points and awards will be given for being on time to class, staying engaged in class, attending school and displaying positive behaviors (T1).

Person Responsible: Tia Wilkerson (wilkerson.tia@brevardschools.org)

By When: Ongoing, 10/1/2023

Our PBIS Committee will meet monthly to analyze data and PBIS criteria to ensure systems efficiently and effectively support students positive practices.

Person Responsible: Tia Wilkerson (wilkerson.tia@brevardschools.org)

By When: Ongoing, 10/1/2023

Through the MINGA app, we will track positive behaviors, provide incentives and support class engagement and school culture all while using the data to provide interventions. (T1)

Person Responsible: Jennifer Gates (gates.jennifer@brevardschools.org)

By When: Ongoing, 10/1/2023

Student planners provided to all students to provide students with organization and keep students accountable for behaviors and overall school culture. (T1)

Person Responsible: Jennifer Gates (gates.jennifer@brevardschools.org)

By When: 9/1/2023

SMORES- Principal Newsletter utilized to help teachers and families work together to communicate school expectations, initiatives and ongoing supports- There is a translate feature for families. (T1)

Person Responsible: Courtney Lundy (lundy.courtney@brevardschools.org)

By When: 8/20/2023, ongoing

Implement Educator's Thriving Professional development to ensure a positive school culture.

Person Responsible: Courtney Lundy (lundy.courtney@brevardschools.org)

By When: 9/15/2023, monthly ongoing

Title 1 crate will be utilized to document title 1 support for core subjects and students. (T1)

Person Responsible: Jennifer Gates (gates.jennifer@brevardschools.org)

By When: Ongoing, 5/1/2023

Sign up genius will be utilized to partner with families and the community in providing incentives for our teachers and students to maintain a positive culture. (T1)

Person Responsible: Jennifer Gates (gates.jennifer@brevardschools.org)

By When: Ongoing, 10/1/2023

Student and staff recognition supplies and materials will be purchased and provided to enhance our positive culture. (T1)

Person Responsible: Jennifer Gates (gates.jennifer@brevardschools.org)

By When: 10/1/2023, ongoing

Front office FOCUS Kiosk will be purchased to maintain high expectations for students and families and to support our parent liaison goals. (T1)

Person Responsible: Jennifer Gates (gates.jennifer@brevardschools.org)

By When: 10/20/2023

#4. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Stone Magnet Middle School's overall math proficiency increased according to the 2022-23 state assessment data. Math proficiency went from 37% to 41%. Even though we noticed these gains, we continue to have math as a focus for the 2023-24 school year to continue the increase and to focus on gains with our struggling students, especially in pre-algebra which is where we saw a decline in proficiency.

Measurable Outcome:

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

During the 2023-2024 school year, students overall math proficiency will improve from 37% to 60% on the 2024 FAST assessment.

Monitoring:

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

Ongoing progress monitoring will include FAST progress monitoring, ALEKS, district created assessment and class assessment data. The data will enable us to track student progress. Students will be monitored as a whole to determine needs for supports and interventions.

Person responsible for monitoring outcome:

Michelle Stevenson (stevenson.michelle@brevardschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Stone Magnet Middle School will focus on quality, standards based instruction, creating high expectations, believing in our students and incorporating Writing, Inquiry, Collaboration, Organization and Reading (WICOR strategies) schoolwide. In addition, students will be monitored, identified and provided with interventions through ongoing small group interventions and our MTSS/Response to intervention process.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

According to research completed by John Hattie, response to intervention has an effect size of 1.29. That is over a years worth of growth in learning. According to Advancement Via Individual Determination WICOR has proven to support student learning and learning gains. <https://www.avid.org/research>

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Teachers implement standards based, grade level appropriate assignments and tasks on a daily basis.

Person Responsible: Michelle Stevenson (stevenson.michelle@brevardschools.org)

By When: Ongoing, 9/1/2023

Provide all teachers with professional development linked to WICOR strategies.

Person Responsible: Courtney Lundy (lundy.courtney@brevardschools.org)

By When: 8/18/2023

Ongoing lead team and administrative feedback with team built walk through document to aid in strong instruction and student supports.

Person Responsible: Michelle Stevenson (stevenson.michelle@brevardschools.org)

By When: Ongoing, 9/15/2023

Provided teacher planning days and professional development with a focus in analyzing data, identifying strands for strong instruction and plan for ongoing analysis of student learning.

Person Responsible: Michelle Stevenson (stevenson.michelle@brevardschools.org)

By When: 8/30/2023

Implement the MTSS/RTI process to initiate interventions, small group supports and ongoing analysis of student learning.

Person Responsible: Michelle Stevenson (stevenson.michelle@brevardschools.org)

By When: 9/1/2023, ongoing

Parent engagement nights conducted to encourage parents to be active members of the school decision making team and as a part of their student's education. Through Title 1 we will host parent engagement events (STEAM Night) to guide parents in supporting student academic needs and provide parents with supplemental resources and manipulatives. (T1)

Person Responsible: Jennifer Gates (gates.jennifer@brevardschools.org)

By When: Ongoing, 10/1/2023

Professional Learning Communities meet monthly and work collaboratively through data analysis to create action to goals and interventions to achieve better results for all students.

Person Responsible: Michelle Stevenson (stevenson.michelle@brevardschools.org)

By When: Ongoing, 10/12/2023

Instructional Coach will plan with teachers weekly to provide instructional feedback. Title 1 Instructional Math Coach will work with teachers and implement professional development, facilitate department meetings, while also monitoring student achievement and supporting students through small group interventions. (T1)

Person Responsible: Michelle Stevenson (stevenson.michelle@brevardschools.org)

By When: Ongoing, 10/1/2023

Implement WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies schoolwide.

Person Responsible: Sarah Straus (straus.sarah@brevardschools.org)

By When: Ongoing, 10/1/2023

MESH support materials including summer math topics, and at home projects to encourage family engagement and reduce students' academic summer slide. These items will be shared with families at our Summer Slide event (T1)

Person Responsible: Jennifer Gates (gates.jennifer@brevardschools.org)

By When: 5/1/2023

Provide students and teachers with small group intervention resources to help students with math through prioritizing standards through the use of math activity resources. Provide families with resources to assist

with at home learning through brochures focusing on standards, academic vocabulary, websites and helpful tips to help students master standards. (T1)

Person Responsible: Jennifer Gates (gates.jennifer@brevardschools.org)

By When: Ongoing, 9/1/2023

Incentives will be provided for math achievement and to encourage ongoing math practice and interest. (T1)

Person Responsible: Jennifer Gates (gates.jennifer@brevardschools.org)

By When: Ongoing, 11/1/2023

Teachers will utilize Plan book to lesson plan to support math strategies, WICOR and ongoing student learning. (T1)

Person Responsible: Jennifer Gates (gates.jennifer@brevardschools.org)

By When: Ongoing, 10/1/2023

Classroom screen will be utilized to create visible learning goals to support literacy schoolwide (T1)

Person Responsible: Jennifer Gates (gates.jennifer@brevardschools.org)

By When: Ongoing, 10/1/2023

Materials & Supplies such as paper, pencils, dry erase boards, markers, folders, are provided to all to support ongoing learning gains. (T1)

Person Responsible: Jennifer Gates (gates.jennifer@brevardschools.org)

By When: Ongoing, 9/1/2023

FAST Parent Data Charts will be printed and provided to 7th and 8th grade students to maintain parent engagement. (T1)

Person Responsible: Jennifer Gates (gates.jennifer@brevardschools.org)

By When: 10/20/2023

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Through our Title 1 Comprehensive Assessment Process we will ensure Title 1 funds focus on students who are free and reduced lunch and are African American and/or Students with Disabilities and provide our students with resources to support their ongoing student learning.

Through our ESSR funding, the administration team and instructional leaders will conduct data analysis to determine what kind of interventions and resources are needed to support ongoing student learning. We will continue to progress monitor and adjust our funding plans as needed. We will provide resources for tutoring programs, supplies and extra supports.

Finally, as we review data we will fund additional tutoring, supports, and materials in areas of need through the use of our ASP funding.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically related to Reading/ELA

N/A

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

N/A

Grades 3-5 Measurable Outcomes

N/A

Monitoring**Monitoring**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

N/A

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs**Description:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term “evidence-based” means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida’s definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida’s definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district’s K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement

List the action steps that will be taken to address the school’s Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step**Person Responsible for Monitoring**

N/A

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

The School Improvement Plan is posted on our website and added to the Principal's newsletter. The Principal's newsletter can be translated into multiple languages. In addition, the SIP is reviewed at faculty meetings, SAC meetings, Title 1 Parent nights and at community relations meetings. All stakeholders will be provided with the SIP.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Through ongoing school to parent and teacher to parent communication, we will ensure we create a partnership with our families and community. Through Title 1 plans and funding we will have multiple parent nights to support all students, struggling students and families. Families will be provided resources linked to STEAM, reading, math and science to support ongoing student learning and the summer slide.

Family Engagement events will include Literacy Night, STEAM Night, Title 1 Family night, Orientation for parents, and Event night to celebrate our struggling students. During the school year and at each of our family event, families will receive resources, support materials, supplies and engagement activities. Our Parent Liaison and Social Worker will continue our efforts to establishing relationships with our families and community by monitoring data, providing intervention and supports as needed to ensure students are attending school and are demonstrating learning gains.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Stone Magnet Middle School will focus on quality, standards based instruction, creating high expectations, believing in our students and incorporating Writing, Inquiry, Collaboration, Organization and Reading (WICOR strategies) schoolwide. In addition, students will be monitored, identified and provided with interventions through ongoing small group interventions, Intensive Reading classes and our MTSS/Response to intervention process. Professional development and resources will be provided to ensure strong instruction and student learning gains. Through the support of Instructional coaches, we will monitor instructional practices and student learning to determine needs, professional development, feedback and ongoing supports.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Title 1 Funding and ESSR funding are utilized to enhance success for our students. We provide tutoring, supplies, instructional teachers and leaders to support ongoing student learning gains.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

N/A

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

N/A

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

N/A

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A