

Citrus County Schools

# Inverness Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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## Inverness Middle School

1950 HIGHWAY 41 N, Inverness, FL 34450

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

### School Board Approval

This plan was approved by the Citrus County School Board on 10/10/2023.

### 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.**

Inverness Middle School strives to create a safe, supportive, and positive learning environment that values diversity, provides equitable access, and empowers students to reach their full potential. We celebrate and promote positive behavior and academic achievement, provide engaging learning opportunities, and a safe space to take educational risks. Students at IMS are Charged for Success; learning how to be responsible citizens and life-long learners.

#### **Provide the school's vision statement.**

We are Charged for Success!

### 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
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'</p>

Name	Position Title	Job Duties and Responsibilities
		<p>instructional program and services 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> <p>*Essential Performance Responsibilities</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</p>



Name	Position Title	Job Duties and Responsibilities
		<p>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> <p>*Essential Performance Responsibilities</p>

Goalsby, Todd	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)</p>
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Name	Position Title	Job Duties and Responsibilities
		<p>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 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>*Essential Performance Responsibilities</p>

**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.

Achievement data and survey results are shared and analyzed with parents, students, and staff to:

- \*Create SIP goals.
- \*Identify evidenced-based strategies that support our goals.
- \*Develop a plan for professional development to ensure fidelity of implementation.

**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))

Progress toward SIP goals will be monitored quarterly to ensure effective implementation and a positive impact on increasing the achievement of students in meeting the State’s academic standards. The plan will be revised, as necessary, with input from all stakeholders upon each quarterly review.

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

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	18%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	97%
<b>Charter School</b>	No
<b>RAISE School</b>	No
<b>ESSA Identification</b> *updated as of 3/11/2024	ATSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (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)*
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: C

	2019-20: B
	2018-19: B
	2017-18: B
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

**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	126	135	138	399
One or more suspensions	0	0	0	0	0	0	1	91	123	215
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	5	5	1	11
Course failure in Math	0	0	0	0	0	0	16	7	1	24
Level 1 on statewide ELA assessment	0	0	0	0	0	0	91	113	125	329
Level 1 on statewide Math assessment	0	0	0	0	0	0	60	65	72	197
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	183	195	194	572

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	0	0	0

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	3	2	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

**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	103	132	140	375
One or more suspensions	0	0	0	0	0	0	20	93	108	221
Course failure in ELA	0	0	0	0	0	0	18	71	50	139
Course failure in Math	0	0	0	0	0	0	34	70	61	165
Level 1 on statewide ELA assessment	0	0	0	0	0	0	48	77	111	236
Level 1 on statewide Math assessment	0	0	0	0	0	0	95	78	75	248
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	148	162	176	486

**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	83	131	146	360

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

**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	103	132	140	375
One or more suspensions	0	0	0	0	0	0	20	93	108	221
Course failure in ELA	0	0	0	0	0	0	18	71	50	139
Course failure in Math	0	0	0	0	0	0	34	70	61	165
Level 1 on statewide ELA assessment	0	0	0	0	0	0	48	77	111	236
Level 1 on statewide Math assessment	0	0	0	0	0	0	95	78	75	248
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	148	162	176	486

**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	83	131	146	360

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

**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*	43	48	49	43	46	50	49		
ELA Learning Gains				36			47		
ELA Lowest 25th Percentile				26			34		
Math Achievement*	49	53	56	45	30	36	53		
Math Learning Gains				39			46		
Math Lowest 25th Percentile				42			39		
Science Achievement*	39	43	49	37	48	53	44		
Social Studies Achievement*	60	63	68	63	47	58	64		
Middle School Acceleration	59	63	73	55	44	49	46		
Graduation Rate					42	49			
College and Career Acceleration					66	70			
ELP Progress		40	40		57	76			

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

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	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	250
Total Components for the Federal Index	5
Percent Tested	97
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	386
Total Components for the Federal Index	9
Percent Tested	98
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	34	Yes	4	
ELL	45			
AMI				
ASN	70			
BLK	38	Yes	2	
HSP	38	Yes	1	
MUL	41			
PAC				
WHT	51			

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	43			

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	28	Yes	3	1
ELL	35	Yes	1	
AMI				
ASN	70			
BLK	29	Yes	1	1
HSP	41			
MUL	33	Yes	1	
PAC				
WHT	43			
FRL	40	Yes	1	

**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	43			49			39	60	59			
SWD	28			28			33	45			4	
ELL	30			60							2	
AMI												
ASN	54			85							2	
BLK	28			28				57			3	
HSP	41			35			33	47	33		5	
MUL	36			44			38	50	36		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	44			50			40	62	61		5	
FRL	37			42			31	55	48		5	

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	43	36	26	45	39	42	37	63	55			
SWD	26	34	23	24	28	30	21	36				
ELL	20			50								
AMI												
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				
PAC												
WHT	45	37	24	46	38	43	36	64	56			
FRL	38	34	28	40	39	43	34	55	47			

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	49	47	34	53	46	39	44	64	46			
SWD	17	29	37	21	36	39	8	39				
ELL	36	60		50	45							
AMI												
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			
PAC												
WHT	49	46	35	54	47	39	45	64	43			
FRL	44	46	33	48	43	40	40	59	42			

**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	39%	45%	-6%	47%	-8%
08	2023 - Spring	39%	44%	-5%	47%	-8%
06	2023 - Spring	41%	45%	-4%	47%	-6%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	49%	44%	5%	54%	-5%
07	2023 - Spring	45%	57%	-12%	48%	-3%
08	2023 - Spring	38%	47%	-9%	55%	-17%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	38%	41%	-3%	44%	-6%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	68%	37%	31%	50%	18%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	95%	38%	57%	48%	47%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	59%	62%	-3%	66%	-7%

### 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.**

ELA data continues to trend downward: 2019 - 55%, 2021 - 49%, 2022 - 43%, 2023 RAW DATA - 40%.

Key factors that contribute to the decline: The pandemic has had a major impact on student achievement over the last several years and our students are not recovering as quickly as we had anticipated. Student absences and transiency combined with the need to utilize long-term substitutes in place of certified teachers has impacted the overall effectiveness of instruction.

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

Grade 6 ELA:  
 2022 - 47%  
 2023 - 41% RAW DATA

Key factors that contributed to the decline: The pandemic has had a major impact on student achievement over the last several years and our students are not recovering as quickly as we had anticipated. Student absences and transiency combined with the need to utilize long-term substitutes in place of certified teachers has impacted the overall effectiveness of instruction.

**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.**

Grade 8 Math  
 2022 - 21%  
 2023 - 38% RAW DATA  
 2023 State Average - 55%

Key factors that contributed to the decline: The pandemic has had a major impact on student achievement over the last several years and our students are not recovering as quickly as we had anticipated. Student absences and transiency combined with the need to utilize long-term substitutes in place of certified teachers has impacted the overall effectiveness of instruction.

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

Math data has increased after a three-year downward trend: 2019 - 65%, 2021 - 53%, 2022 - 45%, 2023 RAW DATA - 51%. IMS ensured all students who achieved a level 1 or 2 on the prior year's FSA Math

assessment received tiered support with a certified teacher utilizing an evidence-based intervention program. Fidelity of implementation was monitored along with student achievement data to ensure all students were making progress.

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

After reflecting on the EWS data from Part I, potential areas of concern include ELA and Math achievement for all students regardless of subgroup designation and increasing positive behavior on campus.

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

1. Increasing ELA Achievement
2. Increasing Math Achievement
3. Decreasing office discipline referrals and increasing positive behavior on campus.

**Area of Focus**

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

**#1. 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.

This area was identified as a critical need after reviewing progress monitoring data from the statewide FAST ELA Progress Monitoring assessments, Lexia, and Achieve 3000. Students at IMS are struggling with concepts specific to reading across genres, reading prose and poetry, reading informational text, and vocabulary.

**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 PM3 FAST ELA assessment will increase by 5% (from 40% to 45% based on RAW Data).

**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 assessment, as well as three administrations of the iReady Diagnostic assessment.

**Person responsible for monitoring outcome:**

Melissa Baird (bairdm@citruschools.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.)

\*Students scoring a level 1 on the PM3 FAST ELA: Daily tier 3 intervention with Reading Endorsed teacher utilizing iReady and Achieve 3000.

\*Students scoring a level 2 on the PM3 FAST ELA: Daily tier 2 intervention with certified ELA teacher utilizing iReady and Achieve 3000.

\*SWD: Daily inclusion classes for ELA with certified ESE teacher and certified ELA teacher.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

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

**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.

Ensure all FAST level 1 and 2 readers are enrolled with certified teachers for ELA, Reading, and Intensive Reading Courses.

**Person Responsible:** Melissa Baird (bairdm@citruschools.org)

**By When:** September 1, 2023

Monitor student progress through multiple sources of data, FAST, SAVVAS, course grades, and progress reports from Achieve 3000 and iReady.

**Person Responsible:** Melissa Baird (bairdm@citruschools.org)

**By When:** Quarterly

\*Achieve 3000 and iReady 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@citruschools.org)

**By When:** \*Achieve 3000 and iReady training by September 1, 2023 with regular follow-up and coaching on a monthly basis. \*Co-Teaching training by August 10, 2023. \*Learning Focused Strategies - ongoing.

## #2. 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.

This area was identified as a critical need after reviewing progress monitoring data from the statewide FAST Math Progress Monitoring assessments. Students at IMS are struggling with concepts specific to geometric reasoning, data analysis, probability, proportional reasoning, and linear relationships.

### 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 will increase by 5% (from 51% to 56% based on RAW Data).

### 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 Math assessment, as well as three administrations of the iReady Diagnostic assessment.

### Person responsible for monitoring outcome:

Todd Goolsby (goolsbyt@citruschools.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.)

\*Students scoring a level 1 on FAST Math: Daily tier 3 intervention with certified math teacher utilizing iReady.

\*Students scoring a level 2 on FAST Math: Daily tier 2 intervention with certified math teacher utilizing iReady.

\*SWD: Daily inclusion classes for Math with certified ESE teacher and certified math teacher.

### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific 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.

### 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.

Ensure all FAST level 1 and 2 math students are enrolled with certified teachers for Math and Intensive Math courses.

**Person Responsible:** Todd Goolsby (goolsbyt@citruschools.org)

**By When:** September 1, 2023

Monitor student progress through multiple sources of data, FAST, course grades, and progress reports from iReady.

**Person Responsible:** Todd Goolsby (goolsbyt@citruschools.org)

**By When:** Quarterly

\*iReady 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)

**By When:** iReady training by September 1, 2023 with regular follow-up and coaching on a monthly basis.

\*Co-Teaching training by August 10, 2023. \*Learning Focused Strategies - ongoing.



**#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 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.

IMS was previously 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 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 iReady, Achieve 3000, and mastery of IEP goals (as applicable).

**Person responsible for monitoring outcome:**

Stephanie Gardner (gardners1@citruschools.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.)

\*Students scoring a level 1 on FAST: Daily tier 3 intervention with certified teacher.

\*Students scoring a level 2 on FAST: Daily tier 2 intervention with certified teacher.

\*SWD: Daily inclusion classes with certified ESE teacher and certified core teacher.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

\*Increase tiered support: Tier 2 and tier 3 support provided daily for students scoring a level 1 or 2 on the FAST, in addition to core instruction, utilizing district adopted intervention programs (iReady and Achieve 3000).

\*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.

**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.

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.

**Person Responsible:** Stephanie Gardner (gardners1@citruschools.org)

**By When:** September 1, 2023

Monitor student progress toward mastery of IEP goals and proficiency with grade level standards.

**Person Responsible:** Stephanie Gardner (gardners1@citruschools.org)

**By When:** Quarterly

Schedule students identified as ELL with certified/endorsed ESOL teachers for core content area instruction.

**Person Responsible:** Stephanie Gardner (gardners1@citruschools.org)

**By When:** September 1, 2023

Monitor student progress toward proficiency with grade level standards.

**Person Responsible:** Stephanie Gardner (gardners1@citruschools.org)

**By When:** Quarterly

\*iReady 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:** Stephanie Gardner (gardners1@citruschools.org)

**By When:** iReady training by September 1, 2023 with regular follow-up and coaching on a monthly basis.

\*Co-Teaching training by August 10, 2023. \*Learning Focused Strategies - ongoing.

**#4. Positive Culture and Environment specifically relating to Other****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.

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%.

2023 ODRs – 1,961

2024 Goal – 1,863 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 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.)

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 Intervention:**

Explain the rationale for selecting this specific strategy.

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.

**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.

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

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

**Person Responsible:** Todd Goolsby (goolsbyt@citruschools.org)

**By When:** On-going

**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).

The process to review school improvement funding allocations and ensure resources are allocated based on needs begins with the administrative team reviewing achievement data, discipline data, as well as survey responses from parents, students, and staff. Key findings are shared with staff, students, parents, and other stakeholders in the community and additional input is obtained. After developing the school improvement plan, the budget is reviewed with the members of our School Advisory Council (SAC). Quarterly resource reviews occur throughout the school year. If any adjustments are deemed necessary based on our progress monitoring data, the proposed changes are presented to our stakeholders for additional input before reallocation is finalized.

**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.

[https://ims.citruschools.org/parents/federal\\_programs/parent\\_and\\_family\\_engagement\\_policy\\_and\\_plan](https://ims.citruschools.org/parents/federal_programs/parent_and_family_engagement_policy_and_plan)

Inverness Middle School takes the following measures to promote and support parents and family members as an important foundation of the school in order to strengthen the school and reach our school goals. We:

\*Ensure all information related to school and parent programs, meetings, and other activities is available in both English and Spanish and posted on the school website. Skyward, School Messenger callouts, Remind, event flyers and social media are also used for parent communication, in addition to the monthly school newsletter for all families.

- \*Provide trainings for staff with strategies to improve communication with parents and ideas to increase family engagement.
- \*Partner with the elementary and high schools, college and career ready resources or organizations, or other programs (as applicable) to help prepare parents and their children for successful school transitioning.
- \*Share information in English and Spanish on the school website and in the school newsletter for parents to understand the school's academic standards and assessments as well as the ways parents can monitor their child's progress and work with educators.
- \*Communicate with all families and the community on a regular basis regarding schoolwide events and activities, through phone messages, social media, and flyers.
- \*Work with our parents to develop relevant trainings and helpful presentations to educate our staff on the importance of parent and family engagement and how to support student learning.
- \*Provide necessary materials and handouts for parents at conferences, meetings, and activities to help parents work with their child to improve their child's achievement.
- \*Use our Federal Stakeholders Committee members, SAC and other partners in education to improve awareness of the activities and events listed in the school parent and family engagement policy.
- \*Collect feedback from parents and family members at events, provide input cards, and parent surveys to support family engagement activities.
- \*A "Parent Right to Know" letter is sent home at the beginning of each school year to all students. This letter provides the right of parents to request the professional qualifications of their child's teacher. In the event a student is assigned a teacher that is "Out of Field" for four or more consecutive weeks the school with notify the parents through the school newsletter, school website, or a letter home.

**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))

[https://ims.citruschools.org/parents/federal\\_programs/parent\\_and\\_family\\_engagement\\_policy\\_and\\_plan](https://ims.citruschools.org/parents/federal_programs/parent_and_family_engagement_policy_and_plan)

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.

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.

**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)**

We continue to strengthen our academic program by incorporating high yield teaching strategies and technology into daily instructional activities, offering advanced and accelerated course options, and fostering a culture of continuous learning. To increase the amount and quality of time spent on learning, we have implemented longer class periods (55 minute class periods versus 42 minute periods), teachers personalize their instruction to better meet the needs of their students, and offering a variety of after-school enrichment programs that focus on strengthening academic skills.

**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))**

Our goal in developing this school improvement plan is to create a supportive and enriching environment for students at IMS. We have engaged with relevant agencies, community organizations, and stakeholders to coordinate our efforts and share resources. We involve parents and local community members to support and extend the impact of our instructional program beyond our campus. We have analyzed student data and shared our insights to better tailor our instructional program and interventions. We strive to align our programs and services to complement each other. For example, our resiliency programs are integrated with counseling services and behavior support, while our nutrition programs are tied to health and physical education. We regularly review the effectiveness of these integrated efforts and make adjustments as needed to improve student outcomes.

### 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))**

IMS works collaboratively with parents/guardians to identify individual student needs and provide counseling, school-based mental health services, specialized support services, mentoring services, and other strategies as appropriate to improve students' skills outside the academic subject areas.

**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))**

IMS offers the following as CTE elective options: Orientation to Agriscience, Exploring Agriscience, Fundamentals of Agriscience, Exploring Technology, Orientation to Career Clusters, and Computer Applications in Business. Students participating in Fundamentals of Agriscience and Computer Applications in Business have the opportunity to test for Industry Certification.

**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).**

IMS implements a multi-tiered system of supports to prevent and address problem behaviors. The Positive Behavior Intervention and Support (PBIS) program is utilized at Tier 1 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. Tier 2 and tier 3 supports include classroom behavior contracts, support from the Behavior TOSA, school counselors, or school social worker. Additionally, students with disabilities may also have behavior intervention plans and receive direct instruction based on IEP goals from an ESE teacher.

**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))**

Professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction are provided weekly and include Professional Learning Communities, book studies, data days, collaborative planning, Learning Focused Strategies, and iReady.

**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