Marshall Middle Magnet School

2023-24

Schoolwide Improvement Plan (SIP)

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Marshall Middle Magnet School

18 S MARYLAND AVE, Plant City, FL 33563

[no web address on file]

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: - Have an overall Federal Index below 41%;   - Have a graduation rate at or below 67%;   - Have a school grade of D or F; or   - 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.

Marshall Middle Magnet is empowering students to become global thinkers, lifelong learners, and effective communicators who embrace diversity.

Provide the school's vision statement.

Marshall Middle Magnet is preparing all students to be active, reflective, and critical thinkers ready to shape their environments.

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
Mayo, Dennis	Principal	Instructional Leader for the site (e.g. responsible for student achievement, focused conversations with teachers, classroom visits, shares and models effective teaching strategies, confronts classroom mediocrity, has high expectations, provides structure, strong disciplinarian, creates and maintains positive school climate (orderly), drive to move school forward, and includes all staff in the team effort in promoting student achievement) for the purpose of providing support to site staff in order to increase student achievement. The job also includes the overall site operations; receiving, distributing and communicating information to enforce school, district and state policies; maintaining safety of school environment; coordinating school activities; communicating information to staff; and addressing situations, problems and/or conflicts that could negatively impact the school. Advocates for the students, staff, school, district and public education (e.g. responsive to parents and community, creates a welcoming climate and culture, markets school programs, promotes and emphasizes support for parental involvement) for the purpose of encouraging and promoting community involvement and outreach. Structional leader for the site.
Todd, Chandra	Assistant Principal	An instructional leader responsible for supporting the district and principal's instructional vision. The Assistant Principal deals tactfully and fairly with persons from diverse cultural backgrounds, supervise operations in support of the principal. Comply with federal and state laws, evaluate teacher and learning resources to determine strengths and areas of enrichment. Demonstrates awareness of school-community needs and is self-driven to meet those needs. The Assistant Principal aides to develop a discipline management system that results in positive student behavior and increases student achievement. The Assistant Principal maintains emotional control, works with good judgement, maintains confidence and seeks to continuously grow as a professional to develop him/her self and others.
Smith, Adrienne	Teacher, ESE	Mrs. Thomas teaches students in a classroom setting, build caring relationships with students and parents and staff, manage student work, differentiated instruction, and behaviors in the classroom while upholding high expectations daily. Develop teaching and learning material needed for use in class, including lesson plans, projects, and assignments that promote critical thinking and preparation for life. Writing and implementing Individual Education Plans to achieve student's success. Mrs. Thomas also supports other teachers on the staff.
Richardson, Michelle	Instructional Coach	Ms. Richardson has a shared responsibility to increase student achievement, effectively support and work professionally with all personnel on campus, make informed decisions serving the best interest of the school, has a continuous eye for advancement that guides their focus and drive, encourages others to be their best, efficient problem-solver, quickly adapts to change.

Name	Position Title	Job Duties and Responsibilities
Day, Danielle	Teacher, K-12	The SAC chair is responsible for ensuring that information is provided to parents and community stakeholders. The SAC chair also assists school leaders with items relating to the implementation of the provisions of the School Improvement Plan (SIP). Ms. Day teaches in a classroom setting, managing student work and class behaviors while building caring relationships and holding high expectations for her students. Develops lesson plans, assignments, and projects which prepare students for the future emphasizing organization and critical thinking skills.
Daniels, Justin	Assistant Principal	Assistant Principal is responsible for supporting the vision and instructional goals established, supporting teachers, participating in community/parent outreach, directly supervising and evaluating teachers and effective instruction, and all other duties assigned by the principal. Primary responsibility is the supervision, discipline, and monitoring of students. The Assistant Principal, under the direction of the principal, implements and enforces school board policies, administrative rules, and regulations. The Assistant Principal will work cooperatively with the district, support district-wide goals and initiatives, and be held directly accountable to the principal.

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.

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

Community members and organizations help by providing support for our teachers and staff. Community members support students by acting as club sponsors, providing mentoring and support and financial support. City Pointe Church provides breakfast, teaching supplies, school supplies and they decorate the teacher lunch area.

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))

Administration, subject area leaders, resource teachers and coaches are involved in the progress monitoring system. The data is tracked through the use of our walkthrough checklist which was developed around our school's instructional priority and classroom look-fors. The walkthroughs occur a minimum of twice a month and feedback is given as a follow-up after each visit.

The instructional leadership team will gather trend collection forms and identify trends (subject, grade-level, school-wide) and develop a plan to address instructional needs. Data will be reviewed bi-monthly. Based on the trend data ILT will determine how to continue to develop our schoolwide Visible Learning Professional Deveopment to meet the needs of teachers and students.

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 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	72%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	TSI
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	72	93	96	261
One or more suspensions	0	0	0	0	0	0	26	89	91	206
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	1	5	8	14
Course failure in Math	0	0	0	0	0	0	0	15	9	24
Level 1 on statewide ELA assessment	0	0	0	0	0	0	143	111	0	254
Level 1 on statewide Math assessment	0	0	0	0	0	0	90	85	0	175
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	12	24	29	65

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	51	95	90	236

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	1	4
Students retained two or more times	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	85	82	104	271
One or more suspensions	0	0	0	0	0	0	0	1	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	108	82	154	344
Level 1 on statewide Math assessment	0	0	0	0	0	0	92	98	129	319
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	13	22	46	81

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

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	85	82	104	271
One or more suspensions	0	0	0	0	0	0	0	1	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	108	82	154	344
Level 1 on statewide Math assessment	0	0	0	0	0	0	92	98	129	319
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	13	22	46	81

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

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*	36	49	49	35	50	50	31		
ELA Learning Gains				36			33		
ELA Lowest 25th Percentile				24			23		
Math Achievement*	48	57	56	35	36	36	29		
Math Learning Gains				48			25		
Math Lowest 25th Percentile				56			20		
Science Achievement*	29	44	49	28	52	53	20		
Social Studies Achievement*	47	66	68	61	58	58	38		
Middle School Acceleration	73	84	73	63	51	49	62		
Graduation Rate					46	49			
College and Career Acceleration					74	70			
ELP Progress	20	39	40	25	86	76	24		

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)	TSI
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	253
Total Components for the Federal Index	6
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	41

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	411
Total Components for the Federal Index	10
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	17	Yes	4	4
ELL	30	Yes	4	1
AMI				
ASN				
BLK	39	Yes	4	
HSP	39	Yes	2	
MUL	54			
PAC				
WHT	56			
FRL	40	Yes	2	

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	3
ELL	34	Yes	3	
AMI				
ASN	80			
BLK	39	Yes	3	
HSP	38	Yes	1	

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%
MUL	38	Yes	1	
PAC				
WHT	49			
FRL	39	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	36			48			29	47	73			20
SWD	14			25			10	28			5	6
ELL	19			33			15	33	61		6	20
AMI												
ASN												
BLK	25			38			22	40	70		5	
HSP	29			42			24	42	75		6	20
MUL	50			57							2	
PAC												
WHT	50			62			41	55	70		5	
FRL	32			45			26	42	74		6	18

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	24	35	48	56	28	61	63			25
SWD	14	20	13	17	43	51	17	35				
ELL	21	30	29	23	40	56	18	43	58			25
AMI												
ASN	70			90								

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
BLK	25	39	25	20	57	68	23	55				
HSP	30	33	27	31	43	53	25	52	59			25
MUL	25	47		20	58							
PAC												
WHT	49	37	11	50	52	56	39	74	69			
FRL	31	34	24	32	47	56	26	56	57			23

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	31	33	23	29	25	20	20	38	62			24
SWD	13	26	22	12	18	16	6	28				31
ELL	18	26	20	16	17	17	4	20				24
AMI												
ASN												
BLK	20	16	4	16	20	18	4	33				
HSP	29	32	27	25	23	19	16	35	63			22
MUL	27	36		27	27							
PAC												
WHT	39	42	24	40	33	23	29	46	69			
FRL	28	31	23	25	23	20	18	36	60			24

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	34%	47%	-13%	47%	-13%
08	2023 - Spring	31%	44%	-13%	47%	-16%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	32%	47%	-15%	47%	-15%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	42%	53%	-11%	54%	-12%
07	2023 - Spring	23%	36%	-13%	48%	-25%
08	2023 - Spring	56%	57%	-1%	55%	1%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	28%	41%	-13%	44%	-16%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	91%	55%	36%	50%	41%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	49%	*	48%	*

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	46%	64%	-18%	66%	-20%

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.

There were gains throughout all subject areas and all subgroups.

Subgroups such as Students with Disabilities, Africa American, English Language Learners, Multiracial, Hispanic and Economically Disadvantaged students are at the bottom percentile.

ELA gains were only 1% percent higher for Students with Disabilities and English Language Learners.

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

There was no decline in ELA gains because it remained 1%. Several teacher vacancies contributed to the need for improvement. We will continue to focus on engaging lessons and accelerating students through small group instruction and implementing frameworks. A large portion of our title 1 budget has been allocated to laptops provided each student. Literacy tutoring will be offered during conference and lunch for students.

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.

6th- State average below proficiency at level 3 was 53% and Marshall is currently 68%.
7th- State average below proficiency at level 3 was 53% and Marshall is currently 66%.
8th- State average below proficiency at level 3 was 56% and Marshall is currently 70%.

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

The area with the most improvement was in Math with a 31% gain improvement for African American students, 37% for Hispanic students, 16% for English Language Learners, and 20% for Special Education students.

Contributing factors were that we used the programs IXL and Edgems so students were able to complete a computer test with ease while catering to all levels of our math students. Staff provided tutoring to students before/after school as well as during lunch and planning periods. PLCs were monitored, and standards were re-taught as needed.

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

Suspensions were an issue with a total of 1091 for the year. We plan of addressing this issue by implementing schoolwide expectations for our common areas to reinforce tier 1 to a greater degree.

ELA level 1 students testing scores. We plan on addressing this issue by implementing new intensive reading class online programs using language live curriculum with explicit foundational reading skills included in the online content. In the previous year, new standards and curriculum were introduced so teachers will meet bi-weekly to plan for instruction by grade level and subject.

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

Our school continues to focus on teacher recruitment and retentions. Teachers are provided with as much support as possible through new staff induction, mentoring, coaching and feedback. The PLC is a foundation for support as well providing goals for individual subject area improvements. Professional learning throughout the campus will focus on literacy in all content areas.

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 Students with Disabilities

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.

Area of focus will be centered around FAST achievement level 3 proficiency. Students With Disabilities (ESE) in English Language Arts (ELA) were 25% below their peers scores and in Math below 23% their peers scores.

On the 2023 FAST Progress Monitoring 1, our ESE students achieved 6% for ELA proficiency.
On the 2023 FAST Progress Monitoring 3, our ESE students achieved 7% for ELA proficiency.

On the 2023 FAST Progress Monitoring 1, our ESE students achieved 2% for Math proficiency.
On the 2023 FAST Progress Monitoring 3, our ESE students achieved 22% for Math proficiency.

All areas are of concern with a specific focus on ELA achievement.

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

Based on the 2023 FAST, our goal for ELA is 42% if not higher.

Based on the 2023 FAST, our goal for Math is 49% if not higher.

Based on the 2023 FAST, our goal for Science is 33% if not higher.

Based on the 2023 FAST, our goal for Civics is 49% if not higher.

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

Monitoring through ESE PLC's, core area PLCs analyzing the baselines, common assessments, and semester exams.

Person responsible for monitoring outcome:

Dennis Mayo (dennis.mayo@hcps.net)

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.)

Instructional framework includes small group instruction and strategic pull outs. Targeted interventions such as lunch and learn as well as boot camps for specific groups of students who have been identified based on IEP goals and FSA scores.

Students will have access to Civics for IXL that can be used to help teach, accelerate and remediate students. Civics tutoring is being planned to begin during 1st quarter.

Students will be using more manipulatives in math; this will help students have a solid foundation of understanding so we can build upon it and complete more higher-level problems with accuracy. Students will continue the use of our online practice programs, such as IXL, Edgems, and SchoolCity. Math tutoring will be held throughout the school year in addition to targeted small group interventions during the school day starting in February.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Working with small groups of students with disabilities, you can review and reteach as needed. Specific strategies can be re-enforced by groups of teachers working towards mastery of the standards.

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.

Working with the ESE teachers, ESE specialist and core area teachers, students will be grouped based on needs. Once grouped, lessons and standards will be reviewed using specific strategies. Students will be able to use critical thinking skills, apply knowledge, reflect and verbalize strategies they will use to answer the questions.

Person Responsible: Dennis Mayo (dennis.mayo@hcps.net)

By When: January

#2. 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.

Area of focus will be centered around FAST achievement level 3 proficiency. African American students in English Language Arts (ELA) were 9% below their peers scores and in Math below 12% their peers scores.

On the 2023 FAST Progress Monitoring 1, our African American students achieved 13% for ELA proficiency.
On the 2023 FAST Progress Monitoring 3, our African American students achieved 23% for ELA proficiency.

On the 2023 FAST Progress Monitoring 1, our African American students achieved 2% for Math proficiency.
On the 2023 FAST Progress Monitoring 3, our African American students achieved 33% for Math proficiency.

All areas are of concern with a specific focus on ELA achievement.

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

Based on the 2023 FSA, our goal for ELA is 42% if not higher.

Based on the 2023 FSA, our goal for Math is 49% if not higher.

Based on the 2023 FSA, our goal for Science is 33% if not higher.

Based on the 2023 FSA, our goal for Civics is 49% if not higher. Effective instruction in ELA centered around Achieve 3000 data will help to track progress toward this goal. African American students will score at or above the Lexile levels of their peers. Overall goal for school - 75% of students will increase their Lexile level as measured by the level-set assessment in the beginning, middle and end of the year. FSA result will show at least 5% increase in measured areas.

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

Monitoring through PLCs analyzing the baselines, common assessments, and semester exams

Person responsible for monitoring outcome:

Dennis Mayo (dennis.mayo@hcps.net)

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.)

Conference regularly with student to review growth in proficiency, using multiple points. Small group pull out for students scoring below average; Achieve3000 Program will be used with these students. Reading resource will model and support teachers around the instructional frameworks. Utilize USA Test Prep for support with Civics assessment and monitor data for growth of targeted students.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Students must be aware of their performance and develop goals to improve. Students must have access to relevant, current reading material, promoting independent reading, which increases vocabulary and performance on standardized assessments. Use of Achieve3000 will help student build fluency and confidence to close the achievement gap and comprehend grade level text. Modeling the expectation of the instructional framework will build confidence in the teacher's ability to implement with fidelity and increase student. engagement.

USA Test Prep increases Civics vocabulary and interpretation of questions, promoting critical thinking skills necessary.

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.

Capture baseline assessment data and success coach interventions.
Create structure around using Achieve3000 in all classes.
Create small groups of students to review strategies and standards.
Teachers and coaches plan questions/misconceptions that will drive student discussion.
Gentlemen's Quest class has been reestablished to assist African American Males with Self?Determination as well as Dragon Dolls and Ladies Quest with the female students

Person Responsible: Dennis Mayo (dennis.mayo@hcps.net)

By When: January

#3. ESSA Subgroup specifically relating to English Language Learners

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.

Area of focus will be centered around FAST achievement level 3 proficiency. English Language Learners (ELL) students in English Language Arts (ELA) were 30% below their peers scores and in Math below 28% their peers scores.

On the 2023 FAST Progress Monitoring 1, our ELL students achieved 1% for ELA proficiency.
On the 2023 FAST Progress Monitoring 3, our ELL students achieved 2% for ELA proficiency.

On the 2023 FAST Progress Monitoring 1, our ELL students achieved 1% for Math proficiency.
On the 2023 FAST Progress Monitoring 3, our ELL students achieved 17% for Math proficiency.

All areas are of concern with a specific focus on ELA achievement.

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

Based on the 2023 FSA, our goal for ELA is 42% if not higher.

Based on the 2023 FSA, our goal for Math is 49% if not higher.

Based on the 2023 FSA, our goal for Science is 33% if not higher.

Based on the 2023 FSA, our goal for Civics is 49% if not higher.

The school will focus on improving ELA achievement from 32% to 42%. We believe that the additional focus in ELA will provide gains in the other subjects as well.

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

Monitoring through PLCs analyzing the baselines, common assessments, language live benchmarks, and utilizing study sync aligned and assesses benchmarks, along with semester exams.

Person responsible for monitoring outcome:

Dennis Mayo (dennis.mayo@hcps.net)

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.)

Targeted interventions such as lunch and learn and boot camps for specific groups of students.
Small group instruction utilizing the ELL paras to give individualized attention and strategic pull out for students scoring below average. Achieve3000 Program will be used with these students to build fluency and comprehension skills needed to close the achievement gap and comprehend grade-level text. Reading resource will mode and support teachers around the instructional frameworks.

Students will be using more manipulatives in math; this will help students have a solid foundation of understanding so we can build upon it and complete more higher-level problems with accuracy. Students will continue the use of our online practice programs, such as IXL, Edgems, and SchoolCity. Math tutoring will be held throughout the school year in addition to targeted small group interventions during the school day starting in February.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Resource personnel will be used to support students in the classrooms. Our rationale is that by focusing on small groups of students with language and strategy supports we will be able to close gaps in learning.

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.

Select the criteria and Identify students in bottom tier.
Develop remediation lessons and follow up with review of data from the progress monitoring tool.
Achieve3000
Initial ESOL testing to assist with placement.
Latinos in Action class to help with self-determination.

Person Responsible: Dennis Mayo (dennis.mayo@hcps.net)

By When: January

#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.

Our focus area for improving climate and culture can be seen through our new PBIS teams' mission and goal of, "Creating and communicating an effective system to facilitate student learning, engagement, and belonging as part of our school community."

This mission was determined through analyzing our Panorama data which strongly suggested our students have low self-esteem, require strengthening in the student-teacher relationship, and having a want for a greater sense of belonging.

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

Discipline: Reduce referral rates by 20% reducing our total referrals from 1091 to 881.

Attendance: Increase overall attendance to 95%.

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

We will utilize Panorama data to begin targeted decision-making for culture through PBIS and what playbook strategies can be utilized through the PSLT to address connected areas and behaviors represented in referrals.

We will also meet consistently to review behavior trackers, referral data, attendance data, and academic data, in reference to culture, to identify trends that can be addressed through refining or developing new tier 1, 2, and 3 systems as needed.

Person responsible for monitoring outcome:

Justin Daniels (justin.daniels@hcps.net)

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 targeted PBIS systems and strengthening our tier 1 "umbrella" and tier 2 interventions we hope to increase these areas from our students Panorama target areas, which should not only improve culture but improve attendance, behavior, and academics.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Through focused work on emotional regulation post pandemic, we were able to improve our students Panorama results in this category from Spring 22 to Spring 23. Schoolwide expectations for our common areas to reinforce tier 1 to a greater degree. and implementing uniform policy allows for consistency and school pride.

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.

Meet consistently to review behavior trackers, referral data, attendance data, and academic data, in reference to culture, to identify trends that can be addressed through refining or developing new tier 1, 2, and 3 systems as needed.

Person Responsible: [no one identified]

By When: December

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

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

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

Grades 3-5 Measurable Outcomes

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.

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?

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?

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

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.

Or school will hold monthly meetings sharing information such as goals and priorities with stakeholders including community members.

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))

The school invites families and the community in for celebrations during Hispanic Heritage Month and Black History Month. During these events, along with conference nights and our weekly Sway newsletter we continue to build family buy in through effective communication.

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)

Advanced level and HS level course (Algebra, Geometry, Agriscience Foundations) is offered to students, and they are scheduled based on their needs and ability. The schools offered a variety of elective classes that engage students based on their interests. Students receive tutoring support before school, during lunch, and after school. Our CTE courses use the industry certification exam to expand student opportunities.

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 school benefits from the Boys and Girls Clubs who support families with before and after school care that includes academic support and oversight of the students. We partner with our student nutrition team to provide snack for these students. Our homeless students are supported with transportation and counseling throughout the year, as well as supported with snacks and school items.

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))

Our guidance office, social worker, and school psychologist offers mental health services to students. We also have a Gentlemen's Quest club which inspires young the boys of Marshall academically and through community service projects. As an International Baccalaureate school, we have an 8th grade requirement of a community service project for all 8th grade students on campus.

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))

Advanced level and HS level course (Algebra, Geometry, Agriscience Foundations) is offered to students, and they are scheduled based on their needs and ability. The schools offered a variety of elective classes that engage students based on their interests. Students receive tutoring support before school, during lunch, and after school. Our CTE courses use the industry certification exam to expand student opportunities.

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).

Our school uses Positive Behavioral Interventions and Supports (PBIS) which is an evidence-based approach to promote positive behavior and a healthy school climate by setting clear expectations, teaching students how to meet them, and supporting students based on their needs. Through targeted PBIS systems and strengthening our tier 1 "umbrella" and tier 2 interventions we hope to increase these areas from our students Panorama target areas, which should not only improve culture but improve attendance, behavior, and academics.

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))

Our staff meets month to discuss student data in regard to literacy and provides structural techniques to improve literacy for each course type. We meet bi-weekly in subject areas to share lesson plans, discuss curriculum, discuss successful strategies and interventions, and use data to drive instruction.

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))

Latinos in action partner with Lincoln Elementary to help kids with reading and Mr. Glover (GQ leader) partners with the PE coach there to mentor boys who are struggling to be engaged and be successful. Assistant Principal of student affairs goes to feeder elementary schools before Marshall hours to mentor student's elementary administrations in need of additional help. Elementary schools (5th grade) come to Marshall to tour and see the programs offered by the school. We have a welcome night for incoming sixth graders held in May with info of event shared with schools for when they do their tours and what to expect.