Caloosa Middle School

2023-24

Schoolwide Improvement Plan (SIP)

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Caloosa Middle School

610 DEL PRADO BLVD S, Cape Coral, FL 33990

http://com.leeschools.net/

School Board Approval

This plan was approved by the Lee County School Board on 10/17/2023.

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.

To inspire a passion for learning and leadership.

Provide the school's vision statement.

To become a world class middle school.

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
Pierson, Jenniffer	Assistant Principal	Create master schedule and schedule students appropriately, based on their individual academic and credit needs. Work with teachers to provide coaching and professional development opportunities. Hire and retain highly effective staff and conduct evaluations and provide feedback for improvement. Develop paraprofessional schedules based on student and teacher needs. Ensure best practices and researched based strategies are being used. Work with parents to educate them about credit requirements and help them support their students. Attend APC meetings, and other district professional development including high reliability schools to develop as a leader
Cole, Ann	Principal	Create and maintain a balanced school budget, oversee the master schedule and correct student placement, provide professional development based on the school's needs, hire and retain staff, ensure best practices and researched based strategies are being used, and attend professional development at the District Level to maintain and grow my ability to lead.
Whaley, Lisa	Assistant Principal	Assists the principal in making decisions to govern the school. Supports and monitors the work of collaborative teams. Provides vision for both academic and behavioral success.
Deshazo, Daniel	Dean	Assists the principal in making decisions to govern the school. Supports the work of collaborative elective course teams. Attends team meetings to collaborate on and monitor students who are struggling with difficult Charged in problem-solving and decision making in organizing and monitoring the cafeteria block.
Moore, Kaitlyn	Science Coach	Provide assistance and ongoing professional development to teachers, including training, coaching, and mentoring in the use of materials, assessment strategies, and best practices to generate improvement in science instruction and student achievements.

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.

Stakeholders are an essential component of the learning community and provide feedback towards the School Improvement Process (SIP). Their input is provided through the School Advisory Committee (SAC) where components of the SIP are shared along with data to support the decisions made for continuous improvement. During the SAC meetings, teachers, parents, students, and community business partners vote upon the components of the SIP and come to a consensus on additional action steps needed to support student achievement.

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

The SIP will 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, by engaging in an ongoing data disaggregation process with stakeholders. We will correlate the achievements or lack of them to the action steps outlined on the SIP. This will be done through grade-level meetings, data chats, and SAC meetings.

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	61%
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	93	88	127	308
One or more suspensions	0	0	0	0	0	0	12	38	53	103
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	13	8	8	29
Course failure in Math	0	0	0	0	0	0	20	0	0	20
Level 1 on statewide ELA assessment	0	0	0	0	0	0	74	99	106	279
Level 1 on statewide Math assessment	0	0	0	0	0	0	70	56	63	189
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	

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	60	60	63	183

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

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	76	100	140	316
One or more suspensions	0	0	0	0	0	0	16	39	65	120
Course failure in ELA	0	0	0	0	0	0	0	8	9	17
Course failure in Math	0	0	0	0	0	0	0	0	9	9
Level 1 on statewide ELA assessment	0	0	0	0	0	0	51	100	128	279
Level 1 on statewide Math assessment	0	0	0	0	0	0	63	94	132	289
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	54	93	120	267

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	47	87	115	249

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	3	3
Students retained two or more times	0	0	0	0	0	0	0	2	5	7

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	76	100	140	316
One or more suspensions	0	0	0	0	0	0	16	39	65	120
Course failure in ELA	0	0	0	0	0	0	0	8	9	17
Course failure in Math	0	0	0	0	0	0	0	0	9	9
Level 1 on statewide ELA assessment	0	0	0	0	0	0	51	100	128	279
Level 1 on statewide Math assessment	0	0	0	0	0	0	63	94	132	289
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	54	93	120	267

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	47	87	115	249

The number of students identified retained:

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

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*	45	48	49	43	48	50	44		
ELA Learning Gains				41			48		
ELA Lowest 25th Percentile				27			41		
Math Achievement*	55	56	56	45	32	36	47		
Math Learning Gains				51			44		
Math Lowest 25th Percentile				47			43		
Science Achievement*	39	45	49	47	51	53	42		
Social Studies Achievement*	68	64	68	65	53	58	62		
Middle School Acceleration	80	80	73	72	45	49	64		
Graduation Rate					44	49			
College and Career Acceleration					66	70			
ELP Progress	25	29	40	29	78	76	47		

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](https://www.floridacims.org).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	312
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	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	467
Total Components for the Federal Index	10
Percent Tested	99
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	22	Yes	4	4
ELL	38	Yes	1	
AMI				
ASN				
BLK	42			
HSP	49			
MUL	53			
PAC				
WHT	61			

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	50			

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	41			
AMI				
ASN	62			
BLK	33	Yes	2	
HSP	46			
MUL	48			
PAC				
WHT	51			
FRL	44			

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	45			55			39	68	80			25
SWD	17			25			20	23			5	25
ELL	24			42			25	58	55		6	25
AMI												
ASN												
BLK	38			45			35	50			4	
HSP	44			54			36	71	65		6	25
MUL	37			52				70			3	

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	48			58			43	69	89		5	
FRL	44			52			35	68	75		6	25

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	41	27	45	51	47	47	65	72			29
SWD	13	25	19	20	37	37	15	41				27
ELL	31	42	28	30	51	53	29	48	64			29
AMI												
ASN	55	60		64	70							
BLK	30	30	5	29	49	46	14	62				
HSP	42	41	25	46	51	45	49	58	75			27
MUL	54	20		50	40		40	85				
PAC												
WHT	45	43	36	46	51	51	53	69	66			
FRL	39	42	27	41	50	46	44	61	66			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	44	48	41	47	44	43	42	62	64			47
SWD	10	25	27	17	33	37	8	22				31
ELL	24	39	32	24	29	26	23	28				47
AMI												
ASN	67	79		79	69							
BLK	25	38	42	26	39	53	28	38	55			
HSP	41	42	33	41	38	33	39	56	56			48
MUL	36	32		48	28							
PAC												
WHT	51	56	49	56	51	51	46	72	70			
FRL	39	44	38	40	41	39	34	58	56			59

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	44%	44%	0%	47%	-3%
08	2023 - Spring	36%	44%	-8%	47%	-11%
06	2023 - Spring	40%	44%	-4%	47%	-7%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	54%	52%	2%	54%	0%
07	2023 - Spring	36%	37%	-1%	48%	-12%
08	2023 - Spring	59%	60%	-1%	55%	4%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	37%	43%	-6%	44%	-7%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	80%	39%	41%	50%	30%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	43%	57%	48%	52%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	61%	59%	2%	66%	-5%

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.

For the 2022-2023 school year, 8th grade ELA showed the lowest performance at 38.4% proficiency. One contributing factor was that students experienced a major hurricane in September, 2022. Their learning was disrupted as they were out of school for three weeks . These students struggled to get back on track. Another contributing factor was that the 2022-2023 school year had new benchmarks and new state assessments. Staff shortages were also a contributing factor. The trend is that the ELA scores are not improving. The data shows a flat line.

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

The data component that showed the greatest decline from the prior year was Algebra. For the 2021-2022 school year, 87% of students were proficient whereas in 2022-2023 80% were proficient. The factors that contributed to this decline were a new Algebra teacher, all level 3 students being placed into Algebra, and new benchmarks.

In addition, 8th-grade science also had a large decline. For the 2021-2022 school year, 47% were proficient whereas in 2022-2023 40% were proficient. A contributing factor is a new teacher taught 8th-grade science while learning the science standards.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component with the greatest gap as compared to the state was 8th grade ELA. CMS proficiency was 38.4% compared to the state average of 47%. A contributing factor was that students experienced a hurricane in September, 2022. Their learning was disrupted and these students struggled to get back on track. An additional factor was new benchmarks and new state assessments. Staff shortages were also a contributing factor. The trend is that the ELA scores are not improving. The data shows a flat line.

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

The data component that showed the most improvement was 6th-grade math with 52.7% proficiency as compared to 2021-2022 6th grade math proficiency of 34%.

The actions that were taken were: DL25 math students were scheduled into math intervention class with

a highly effective math teacher. The math department collaborated in PLCs to track student data and learn new benchmarks. A highly effective elementary teacher was hired to teach 6th-grade math.

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

Based on the EWS data, students absent with 10% or more are an area of concern. There were 93 Sixth graders, 88 seventh graders, and 127 eighth graders who were absent 10% or more days.

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

The highest priorities are ELA, 8th-grade science, and 7th grade math.

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.

Achievement data in English Language Arts for the 2022-2023 school year was 44% as compared to 43% for the 2021-2022 school year. The majority of students enrolled are low-level readers. We chose this area of focus because our trend data has our ELA scores as flatlining.

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

Caloosa Middle School will increase the percentage of students who demonstrate proficiency (L3-5) in English Language Arts from 44% to 46% proficiency as measured by the 2023-2024 standardized assessment.

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

In order to monitor proficiency of ELA benchmarks, ELA teachers and administration will:
1. Meet weekly in PLC for data analysis of standards mastery from common assessments given the prior week.
2. Common spiraling of standards-based bell work that will be used as formative assessments to drive instruction.
3. Administration of district exemplars that are standards-based every 3-4 weeks with data analysis to identify areas of strength and areas of improvement.
4. Administration of ELA progress monitoring with data analysis comparing classes, teachers, school, and district data to identify any areas in need of improvement and areas of strength.
5. Admin, teacher, and student data chats will be held after progress monitoring (PM 1 and PM2) to identify areas of strength and areas of improvement.

Person responsible for monitoring outcome:

Jenniffer Pierson (jenniffermpi@leeschools.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.)

In order to increase our proficiency in ELA/Reading, teachers will implement the following evidence-based strategies to increase engagement and improve teaching and learning efficiency.

The first strategy is thoughtful lesson planning. Lesson plans will consist of high-yield instructional strategies such as the use of distributed summarizing and chunking of the lesson. Distributed summarizing allows students to process newly learned information. Distributed Summarizing moves students beyond recall by asking them to represent knowledge and skills in their own words at several points during a lesson. Chunking lesson plans is one strategy in Marzano's New Art and Science of Teaching that constitutes effective teaching. Chunking allows teachers to break new material into smaller chunks of information that students can easily digest.

The second strategy is the implementation of school-wide engagement strategies in weekly lesson plans. The ELA team will choose from several Kagan engagement strategies that may include Numbered Heads together, Rally Coach, or Quiz-Quiz Trade.

The third strategy is the use of district-developed curriculum maps and instructional guides.

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

These strategies were chosen because distributed summarizing moves students beyond recall by asking them to represent knowledge and skills in their own words at several points during a lesson. Chunking lessons ensure teachers are delivering content in segments that are manageable for students to process. In addition, processing and formal assessment piece allow the teacher to adjust teaching as needed to ensure students have a firm understanding of the skill or concept they are learning. Kagan engagement strategies promote cooperation and communication in the classroom, boost students' confidence and boost student engagement. District-developed curriculum maps and instructional guides ensure that lesson plans are standards-aligned and on grade-level.

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.

In order to employ these evidence-based strategies will implement action steps throughout the school year. The first action step is to discuss current data and set goals with ELA teachers. School-wide Professional development will focus on the implementation of High Yield Instructional Strategies (distributed summarizing and HOTS) and Kagan structures to increase student engagement. The introduction of these strategies will occur during pre-school week with teachers. An emphasis and rationale on why engagement benefits student learning and instruction will be discussed. During PLCs, ELA teachers will lesson plan and discuss what standards they will be teaching and how they will incorporate distributed summarizing and how/what Kagan structures they will be incorporating in their lessons.

Person Responsible: Jenniffer Pierson (jenniffermpi@leeschools.net)

By When: Goal setting will take place during pre-school week and will be finalized by August 31st.

The second action step is to train teachers on writing lesson plans that include chunking, processing, and formative assessments that are paced to include no more than 10-15 minutes of instruction per chunk. Teachers will follow a standardized lesson plan format to assist in lesson planning and processing time. Lesson plans will be monitored by administration.

Person Responsible: Jenniffer Pierson (jenniffermpi@leeschools.net)

By When: The lesson plan template will be created and shared with teachers by August 10th. Lesson plan monitoring will take place weekly. Classroom observations: minimum of 1 per quarter.

The third action step is to provide training on school-wide Kagan engagement strategies during pre-school week and then quarterly for school-wide professional development. Training will include school learning walks as well as ongoing professional development.

Person Responsible: Jenniffer Pierson (jenniffermpi@leeschools.net)

By When: Pre-school week for initial Kagan training. Quarterly through school-wide professional development to continue teacher development. Monthly learning walks. CWTs/formals Weekly in lesson plans

A comprehensive list of additional action plans are listed below:
1. Teachers will follow district-developed Curriculum Maps & Instructional Guides.
2. District Coordinators for ELA/Reading will be invited to PLCs to support teachers. Formative

assessment data will be reviewed after each assessment.

3. Strategic teaching assignments based on previous data.

4. All students are double-blocked in English Language Arts classes. All Level 1 & 2 students are double blocked in reading.

5. Lower class sizes for more focused support.

6. Coaching opportunities are provided to all teachers.

7. Individual student data chats will occur with specific goal setting in each class.

8. ESSA Student Groups (Black/African American and SWD) will be part of the school-wide mentoring plan. Staff will mentor and meet with Black/African American and SWD's student groups a minimum of 1 time a month. Academic conversations and data tracking will occur during the meetings. Staff will work closely with students, teachers, and parents and track student grades and attendance in an Excel Spreadsheet.

9. Students with disabilities are strategically scheduled with ESE Certified teachers and/or with additional instructional support staff in the classroom for ELA and Math. SWDs are also scheduled into the Learning Lab with an ESE-certified teacher and an instructional support staff member. The Learning Lab provides additional academic support in all subject areas as indicated by student needs.

10. A school-wide focus on increasing student engagement using Kagan strategies to include, Numbered Heads Together, Stand Up, Hand Up Pair Up, and Carousel Feedback.

11. The school-wide PD plan will continue to focus on training and supporting teachers with the use/implementation of High Instructional Strategies such as Distributed Summarizing and chunking of newly learned information to provide processing time.

12. After-school tutoring is provided.

Person Responsible: Jenniffer Pierson (jenniffermpi@leeschools.net)

By When: Weekly during PLCs, CWTs/observations, and lesson plans.

#2. Instructional Practice specifically relating to Science

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.

Achievement data in Science for the 2022-2023 school year was 40% as compared to 47% for the 2021-2022 school year. We chose this area of focus because our trend data has our Science scores decreasing from last year and flatlining overall.

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

Caloosa Middle School will increase the percentage of students who demonstrate proficiency (L3-5) in Science from 40% to 43% proficiency as measured by the 2023-2024 standardized assessment.

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

In order to monitor proficiency of Science improvement, Science teachers and administration will:
1. Meet weekly in PLC for data analysis of standards mastery from common assessments given the prior week.
2. Common spiraling of standards-based bell work that will be used as formative assessments to drive instruction.
3. Administration of district exemplars that are standards-based every 3-4 weeks with data analysis to identify areas of strength and areas of improvement.
4. Administration of Science progress monitoring with data analysis comparing classes, teachers, school, and district data to identify any areas in need of improvement and areas of strength.

Person responsible for monitoring outcome:
Lisa Whaley (lisamwh@leeschools.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.)

In order to increase our proficiency in Science, teachers will implement the following evidence-based strategies to increase engagement and improve teaching and learning efficiency.

The first strategy is using the district based instructional guides and lessons.

The second strategy is the implementation of school-wide rigorous and engaging strategies in weekly lesson plans. The Science team will choose from several Kagan engagement strategies that may include Numbered Heads together, Rally Coach, or Quiz-Quiz Trade as well as WICOR strategies.

The third strategy is thoughtful lesson planning. Lesson plans will consist of high-yield instructional strategies such as the use of distributed summarizing and chunking of the lesson. Distributed summarizing allows students to process newly learned information. Distributed Summarizing moves students beyond recall by asking them to represent knowledge and skills in their own words at several points during a lesson. Chunking lesson plans is one strategy in Marzano's New Art and Science of Teaching that constitutes effective teaching. Chunking allows teachers to break new material into smaller chunks of information that students can easily digest.

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

These strategies were chosen because distributed summarizing moves students beyond recall by asking them to represent knowledge and skills in their own words at several points during a lesson. Chunking lessons ensure teachers are delivering content in segments that are manageable for students to process. In addition, processing and formal assessment piece allow the teacher to adjust teaching as needed to ensure students have a firm understanding of the skill or concept they are learning. Kagan engagement strategies promote cooperation and communication in the classroom, boost students' confidence and boost student engagement. District-developed curriculum maps and instructional guides ensure that lesson plans are standards-aligned and on grade-level.

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.

Science teachers and administration will:
Professional Development on Kagan structures during preschool will be presented. An emphasis and rationale on why engagement benefits student learning and instruction will be discussed

Person Responsible: Lisa Whaley (lisamwh@leeschools.net)

By When: Professional development will take place during preschool week prior to students returning to campus on August 10th.

During PLC's Science teachers will discuss what standards they will be teaching and what Kagan structures they will be incorporating into their lessons.

Person Responsible: Kaitlyn Moore (kaitlynem@leeschools.net)

By When: PLCs take place weekly on Wednesday.

Administration of Science progress monitoring with data analysis comparing classes, teachers, school, and district data to identify any areas in need of improvement and areas of strength.

Person Responsible: Lisa Whaley (lisamwh@leeschools.net)

By When: Progress monitoring takes place 3 times each year: baseline in August/September, quarter 2 in December, and quarter 3 in March.

#3. 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.

Achievement data for 7th Grade Math for the 2022-2023 school year was 37.5% as compared to 32% for the 2021-2022 school year. We chose this area of focus because 7th Grade Math scores continue to be low.

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

Caloosa Middle School will increase the percentage of students who demonstrate proficiency (L3-5) in 7th grade math from 37.5% to 41% proficiency as measured by the 2023-2024 standardized assessment.

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

In order to monitor proficiency of Math improvement, Math teachers and administration will:
1. Meet weekly in PLC for data analysis of standards mastery from common assessments given the prior week.
2. Common spiraling of standards-based bell work that will be used as formative assessments to drive instruction.
3. Administration of district exemplars that are standards-based every 3-4 weeks with data analysis to identify areas of strength and areas of improvement.
4. Administration of Math progress monitoring with data analysis comparing classes, teachers, school, and district data to identify any areas in need of improvement and areas of strength.

Person responsible for monitoring outcome:

[no one identified]

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.)

1. Teachers will follow district Curriculum Maps & Instructional Guides.
2. District assessment data will be reviewed.
3. Teachers will have common planning.
4. Coaching opportunities are provided to those who are struggling.
5. Individual student data chats with specific goal setting in each class.
6. School-wide data chats with the leadership team will occur for goal setting after each assessment.
7. After-school tutoring will be provided.
8. School-wide PD focus on High Yield Strategies
9. Teachers will participate in Leading and Learning cycles for coaching.

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

Research supports professional learning communities focused on data analysis. Caloosa Middle staff attends weekly PLC's to discuss student data and teaching strategies.

The District provides High Yield Strategy professional development to individual schools upon request. Caloosa has participated in professional development for the last three years with positive outcomes for student 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.

Professional Development on Kagan structures during preschool will be presented. An emphasis and rationale on why engagement benefits student learning and instruction will be discussed.

Person Responsible: Ann Cole (annfc@leeschools.net)

By When: During pre-school week and through out the school year based on school-wide PD plan.

During PLC's Math teachers will discuss what standards they will be teaching and what Kagan structures they will be incorporating into their lessons.

Person Responsible: Ann Cole (annfc@leeschools.net)

By When: Weekly during PLC's and when reviewing lesson plans.

Administration of Math progress monitoring with data analysis comparing classes, teachers, school, and district data to identify any areas in need of improvement and areas of strength.

Person Responsible: Ann Cole (annfc@leeschools.net)

By When: At the conclusion of progress monitoring

#4. 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.

Achievement data in English Language Arts for the ESSA Subgroup of Black/African American students for the 2022-2023 school year was 30% as compared to 25% for the 2021-2022 school year. Although this was an improvement, SWD group students are consistently performing lower than other subgroups.

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

Caloosa Middle School will increase the percentage of students who demonstrate proficiency (L3-5) in English Language Arts from 30% to 32% proficiency as measured by the 2023-2024 standardized assessment for the ESSA subgroup of Black/African American students.

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

In order to monitor proficiency of ELA benchmarks, ELA teachers and administration will:
1. Meet weekly in PLC for data analysis of standards mastery from common assessments given the prior week.
2. Common spiraling of standards-based bell work that will be used as formative assessments to drive instruction.
3. Administration of district exemplars that are standards-based every 3-4 weeks with data analysis to identify areas of strength and areas of improvement.
4. Administration of ELA progress monitoring with data analysis comparing classes, teachers, school, and district data to identify any areas in need of improvement and areas of strength.
5. Admin, teacher, and student data chats will be held after progress monitoring (PM 1 and PM2) to identify areas of strength and areas of improvement.

Person responsible for monitoring outcome:

[no one identified]

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.)

In order to increase our proficiency in ELA/Reading, teachers will implement the following evidence-based strategies to increase engagement and improve teaching and learning efficiency.

The first strategy is thoughtful lesson planning. Lesson plans will consist of high-yield instructional strategies such as the use of distributed summarizing and chunking of the lesson. Distributed summarizing allows students to process newly learned information. Distributed Summarizing moves students beyond recall by asking them to represent knowledge and skills in their own words at several points during a lesson. Chunking lesson plans is one strategy in Marzano's New Art and Science of Teaching that constitutes effective teaching. Chunking allows teachers to break new material into smaller chunks of information that students can easily digest.

The second strategy is the implementation of school-wide engagement strategies in weekly lesson plans. The ELA team will choose from several Kagan engagement strategies that may include Numbered Heads together, Rally Coach, or Quiz-Quiz Trade.

The third strategy is the use of district-developed curriculum maps and instructional guides.

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

These strategies were chosen because distributed summarizing moves students beyond recall by asking them to represent knowledge and skills in their own words at several points during a lesson. Chunking lessons ensure teachers are delivering content in segments that are manageable for students to process. In addition, processing and formal assessment piece allow the teacher to adjust teaching as needed to ensure students have a firm understanding of the skill or concept they are learning. Kagan engagement strategies promote cooperation and communication in the classroom, boost students' confidence and boost student engagement. District-developed curriculum maps and instructional guides ensure that lesson plans are standards-aligned and on grade-level.

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.

In order to employ these evidence-based strategies will implement action steps throughout the school year. The first action step is to discuss current data and set goals with ELA teachers. School-wide Professional development will focus on the implementation of High Yield Instructional Strategies (distributed summarizing and HOTS) and Kagan structures to increase student engagement. The introduction of these strategies will occur during pre-school week with teachers. An emphasis and rationale on why engagement benefits student learning and instruction will be discussed. During PLCs, ELA teachers will lesson plan and discuss what standards they will be teaching and how they will incorporate distributed summarizing and how/what Kagan structures they will be incorporating in their lessons.

Person Responsible: Jenniffer Pierson (jenniffermpi@leeschools.net)

By When: Goal setting will take place during pre-school week and will be finalized by August 31st.

Goal setting will take place during pre-school week and will be finalized by August 31st.

Person Responsible: Jenniffer Pierson (jenniffermpi@leeschools.net)

By When: The lesson plan template will be created and shared with teachers by August 10th. Lesson plan monitoring will take place weekly. Classroom observations: minimum of 1 per quarter.

The third action step is to provide training on school-wide Kagan engagement strategies during pre-school week and then quarterly for school-wide professional development. Training will include school learning walks as well as ongoing professional development.

Person Responsible: Jenniffer Pierson (jenniffermpi@leeschools.net)

By When: Pre-school week for initial Kagan training. Quarterly through school-wide professional development to continue teacher development. Monthly learning walks. CWTs/formals Weekly in lesson plans

A comprehensive list of additional action plans are listed below:

1. Teachers will follow district-developed Curriculum Maps & Instructional Guides.
2. District Coordinators for ELA/Reading will be invited to PLCs to support teachers. Formative assessment data will be reviewed after each assessment.
3. Strategic teaching assignments based on previous data.

4. All students are double-blocked in English Language Arts classes. All Level 1 & 2 students are double blocked in reading.

5. Lower class sizes for more focused support.

6. Coaching opportunities are provided to all teachers.

7. Individual student data chats will occur with specific goal setting in each class.

8. ESSA Student Groups (Black/African American and SWD) will be part of the school-wide mentoring plan. Staff will mentor and meet with Black/African American and SWD's student groups a minimum of 1 time a month. Academic conversations and data tracking will occur during the meetings. Staff will work closely with students, teachers, and parents and track student grades and attendance in an Excel Spreadsheet.

9. Students with disabilities are strategically scheduled with ESE Certified teachers and/or with additional instructional support staff in the classroom for ELA and Math. SWD are also scheduled into the Learning Lab with an ESE certified teacher and an instructional support staff member. The Learning Lab provides additional academic support in all subject areas as indicated by student need.

10. A school-wide focus on increasing student engagement using Kagan strategies to include, Numbered Heads Together, Stand Up, Hand Up Pair Up, and Carousel Feedback.

11. The school-wide PD plan will continue to focus on training and supporting teachers with the use/implementation of High Instructional Strategies such as Distributed Summarizing and chunking of newly learned information to provide processing time.

12. After-school tutoring is provided.

Person Responsible: Jenniffer Pierson (jenniffermpi@leeschools.net)

By When: Weekly during PLCs, CWTs/observations, and lesson plans.

#5. 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.

Achievement data in English Language Arts for the ESSA Subgroup of SWD for the 2022-2023 school year was 13% as compared to 10% for the 2021-2022 school year. Although this was an improvement, SWD group students are consistently performing lower than other subgroups.

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

Caloosa Middle School will increase the percentage of students who demonstrate proficiency (L3-5) in English Language Arts from 13% to 15% proficiency as measured by the 2023-2024 standardized assessment for the ESSA subgroup of SWD students.

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

In order to monitor proficiency of ELA benchmarks, ELA teachers and administration will:
1. Meet weekly in PLC for data analysis of standards mastery from common assessments given the prior week.
2. Common spiraling of standards-based bell work that will be used as formative assessments to drive instruction.
3. Administration of district exemplars that are standards-based every 3-4 weeks with data analysis to identify areas of strength and areas of improvement.
4. Administration of ELA progress monitoring with data analysis comparing classes, teachers, school, and district data to identify any areas in need of improvement and areas of strength.
5. Admin, teacher, and student data chats will be held after progress monitoring (PM 1 and PM2) to identify areas of strength and areas of improvement.

Person responsible for monitoring outcome:

[no one identified]

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.)

In order to increase our proficiency in ELA/Reading, teachers will implement the following evidence-based strategies to increase engagement and improve teaching and learning efficiency.

The first strategy is thoughtful lesson planning. Lesson plans will consist of high-yield instructional strategies such as the use of distributed summarizing and chunking of the lesson. Distributed summarizing allows students to process newly learned information. Distributed Summarizing moves students beyond recall by asking them to represent knowledge and skills in their own words at several points during a lesson. Chunking lesson plans is one strategy in Marzano's New Art and Science of Teaching that constitutes effective teaching. Chunking allows teachers to break new material into smaller chunks of information that students can easily digest.

The second strategy is the implementation of school-wide engagement strategies in weekly lesson plans. The ELA team will choose from several Kagan engagement strategies that may include Numbered Heads together, Rally Coach, or Quiz-Quiz Trade.

The third strategy is the use of district-developed curriculum maps and instructional guides.

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

These strategies were chosen because distributed summarizing moves students beyond recall by asking them to represent knowledge and skills in their own words at several points during a lesson. Chunking lessons ensure teachers are delivering content in segments that are manageable for students to process. In addition, processing and formal assessment piece allow the teacher to adjust teaching as needed to ensure students have a firm understanding of the skill or concept they are learning. Kagan engagement strategies promote cooperation and communication in the classroom, boost students' confidence and boost student engagement. District-developed curriculum maps and instructional guides ensure that lesson plans are standards-aligned and on grade-level.

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.

In order to employ these evidence-based strategies will implement action steps throughout the school year. The first action step is to discuss current data and set goals with ELA teachers. School-wide Professional development will focus on the implementation of High Yield Instructional Strategies (distributed summarizing and HOTS) and Kagan structures to increase student engagement. The introduction of these strategies will occur during pre-school week with teachers. An emphasis and rationale on why engagement benefits student learning and instruction will be discussed. During PLCs, ELA teachers will lesson plan and discuss what standards they will be teaching and how they will incorporate distributed summarizing and how/what Kagan structures they will be incorporating in their lessons.

Person Responsible: Lisa Whaley (lisamwh@leeschools.net)

By When: The lesson plan template will be created and shared with teachers by August 10th. Lesson plan monitoring will take place weekly. Classroom observations: minimum of 1 per quarter.

The third action step is to provide training on school-wide Kagan engagement strategies during pre-school week and then quarterly for school-wide professional development. Training will include school learning walks as well as ongoing professional development.

Person Responsible: Lisa Whaley (lisamwh@leeschools.net)

By When: Pre-school week for initial Kagan training. Quarterly through school-wide professional development to continue teacher development. Monthly learning walks. CWTs/formals Weekly in lesson plans

A comprehensive list of additional action plans are listed below:

1. Teachers will follow district-developed Curriculum Maps & Instructional Guides.
2. District Coordinators for ELA/Reading will be invited to PLCs to support teachers. Formative assessment data will be reviewed after each assessment.
3. Strategic teaching assignments based on previous data.
4. All students are double-blocked in English Language Arts classes. All Level 1 & 2 students are double blocked in reading.
5. Lower class sizes for more focused support.
6. Coaching opportunities are provided to all teachers.

7. Individual student data chats will occur with specific goal setting in each class.

8. ESSA Student Groups (Black/African American and SWD) will be part of the school-wide mentoring plan. Staff will mentor and meet with Black/African American and SWD's student groups a minimum of 1 time a month. Academic conversations and data tracking will occur during the meetings. Staff will work closely with students, teachers, and parents and track student grades and attendance in an Excel Spreadsheet.

9. Students with disabilities are strategically scheduled with ESE Certified teachers and/or with additional instructional support staff in the classroom for ELA and Math. SWD are also scheduled into the Learning Lab with an ESE certified teacher and an instructional support staff member. The Learning Lab provides additional academic support in all subject areas as indicated by student need.

10. A school-wide focus on increasing student engagement using Kagan strategies to include, Numbered Heads Together, Stand Up, Hand Up Pair Up, and Carousel Feedback.

11. The school-wide PD plan will continue to focus on training and supporting teachers with the use/ implementation of High Instructional Strategies such as Distributed Summarizing and chunking of newly learned information to provide processing time.

12. After-school tutoring is provided.

Person Responsible: Lisa Whaley (lisamwh@leeschools.net)

By When: Weekly during PLCs, CWTs/observations, and lesson plans.

#6. Positive Culture and Environment specifically relating to Early Warning System

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

Caloosa Middle School has a high percentage of students with an absence rate of 10% or higher. Students cannot learn when they are not in school. The average daily attendance for the 2022-2023 school year was 88%.

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

Caloosa Middle School will increase the average daily attendance rate from 88% to 90% or higher for 2023-2024

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

The social worker and Student Services team will monitor attendance and develop plans to address challenges. Phone calls will be made to students that are chronically absent. Administrative Academic Review Meetings will take place with families that have been identified with chronic attendance issues. Contracts will be written with families of chronically absent students.

Person responsible for monitoring outcome:

[no one identified]

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.)

The Social Worker will monitor attendance data to target students with attendance issues.

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

The administration will meet regularly with the social worker to review attendance dates and work to provide recognition for attendance improvements.

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.

1. Full-time Social worker continuously monitors attendance data.
2. Social Worker and School Counselor work together to target students with attendance issues.
3. Attendance board in the main hallway with daily student/staff attendance data.
4. Board on display in the parent pick up which lets parents know when students are tardy to school.
5. PBIS rewards for improved attendance and perfect attendance.
6. Strong student/faculty relationships help to improve students' desire to come to school.
7. Electives department will track student attendance in their classes.

Person Responsible: Jenniffer Pierson (jenniffermpi@leeschools.net)

By When: End of the school year.

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 School District of Lee County follows all state and federal guidelines when allocating school funding. The schools are budgeted in multi-faceted methods based on the student's needs. Initially, the schools are tiered based on the following criteria: student proficiency, learning gains, struggling schools, % of new teachers, % of ELL students, and % of ESE students for academic support and funding purposes. Content tiers are also established to provide instructional support resources based on individual student group needs. Within each school's Title I, SAI, and UniSIG plans, as appropriate, there is a requirement to address ESSA student groups through high-quality instruction and monitoring systems. School funding needs are addressed weekly throughout the school year in collaboration with principal supervisors and the budget department. Principal supervisors monitor student data and underperforming subgroups through monthly visits and data chats.

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.

District policy states the following:
○ School Improvement Plans (SIPs) must be created and managed using the Florida CIMS website. This will allow for our completed SIPs to be made available publicly and parents can request a copy from the school's front office in their preferred language after publication approval.
○ On Aug 1, 2023, schools must have SIPs reviewed by Academic Services & Title I Depts
○ On or before Oct 6, 2023, School Advisory Council (SAC) must present, review, and request feedback on the SIP and budget. The meeting minutes will be uploaded into the school's Title I Crate (web-based site) and FY24 School document folder in the google team drive.
○ On Oct 17, 2023, The Lee County School Board will approve publication and dissemination.
○ Schools must review Annual School Improvement Assurances, complete & submit School Advisory Council Membership List 2023-2024, complete & submit School Advisory Council 2022-2023 Nomination and Election Process Verification on or before Nov 1, 2023, in the google drive FY24 School Document Folder.

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 District of Lee County is working toward certification of Marzano's High-Reliability levels which
is intended to produce a system that has high reliability and becomes transformational in its approach to educating its students. When a school has met the criterion indicators for a specific level in the model, it consistently monitors those indicators and makes immediate corrections when school performance falls below acceptable levels. The first level of school effectiveness is a Safe and Orderly Environment that Supports Cooperation and Collaboration. Our school is currently working through PLCs in leadership to bring forward the knowledge at the school level to begin our study of the leading indicators: (1) The faculty
and staff perceive the school environment as safe and orderly. (2) Students, parents, and the community perceive the school environment as safe and orderly. (3) Teachers have formal roles in the decision-making
process regarding school initiatives. (4) Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students
(5) Teachers and staff have formal ways to provide input regarding the optimal functioning of the school. (6)
Students, parents, and the community have formal ways to provide input regarding the optimal functioning of
the school. (7) The success of the whole school, as well as individuals within the school, is appropriately acknowledged (8) The fiscal, operational, and technological resources of the school are managed in a way
that directly supports teachers. As this knowledge is put into action, our school will work with teachers, students, parents, and community members to engage in and study the indicators to ensure that the school
culture is inclusive and positive.

Caloosa Middle School recognizes the enormous importance of increasing parental and family engagement in raising student achievement at all levels. To accomplish this and to determine the needs/ barriers of our parents, schools, the PFEP team analyzes the current building capacity activities, compares participation numbers, and addresses the barriers that limit parent participation.

In addition, since we are a Title I school, we complete the Florida DOE template for the Parent and Family Educational Plan (PFEP). School data is reported to the district to become a part of the District PFEP Evaluation and goal setting process. Schools` baseline data sources. i.e.., number of volunteers and volunteer service hours, become the guiding force to annual evaluation and improvement of the school`s parent involvement program to enhance student achievement for the upcoming school year.

The PFEP will be a principal element of the review process for each school in gathering data at the end of the year as the schools complete their SIP (Comprehensive Needs Analysis) in preparation for revising School Improvement Plans.

The PFEP is located at com.leeschools.net, is shared with parents during SAC meetings and sent home to familes to review and provide feedback.

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))

Caloosa Middle School will strengthen the academic program, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum in school by:
● Hiring additional personnel (Teachers, Coaches, PCTs, Counselor, Social Workers, Instructional Support/Para).
● Providing before and after-school tutoring and enrichment programs
● Curriculum and Development Supplemental Contracts for processing for improvement include ongoing data chats at the classroom level, data review and instructional change, baseline/midyear/final, and adjustments to align curriculum, resources, and the results for assessments aligned to Florida's academic standards.
● PD opportunities to improve teacher quality made available using Title I funds

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))

District general funds provide the foundation for all programs. Title I A funds will be the primary supplemental source for the activities listed in this need. Title I, Part A coordinates with other federal grants, such as Titles 1C, 1D, II, III and IV, IDEA, and Homeless to expand academic enrichment opportunities for subgroups of students and Professional Development for teachers. These services include extended learning opportunities, professional development, supplemental evidence-based resources, and materials.

Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students. Services include; tutorials in reading and math, health services, and literacy workshops for parents because of the coordination of these funds.

Periodic district-level meetings with managers of all programs funded under ESEA also open lines of communication and encourage cooperation between programs to align towards student academic success.

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))

The Lee County School District follows the mental health guidelines set forth by the State of Florida Department of Education. This includes providing universal positive and behavioral support. The district also, with parental permission, assesses and screens students to determine what level of mental health support would best meet their mental health needs. These supports range from school check-ins, school-based mental health counseling as well as a referral pathway to outside mental health services.

The Lee County School District employs evidence-based practices in the foundational instruction of students with a focus on building resiliency, promoting physical and emotional wellness, overall health, social development, overcoming adversity, critical thinking and problem solving, prevention of substance use, and other topics.

The Lee County School District employs school-based mental health professionals, school counselors, school social workers, school psychologists, and licensed mental health professionals to ensure that school-based mental health services are provided to students.

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))

AVID Program – The AVID (Advancement Via Individual Determination) program is an in school academic support program that prepares students for college eligibility and success by placing academically average students in advanced classes with extra support. Students are enrolled in a rigorous curriculum that includes honors and Advanced Placement classes, but also in the AVID elective. For one period a day, students learn organizational and study skills, work on critical thinking and asking probing questions, get academic help from peers and college tutors, and participate in enrichment and motivation.

Extended Learning Opportunities - Implement extended learning opportunities (tutorial programs in reading and/or math) to address the academic needs of specific subgroups of Title I students who have been identified as lowest achievers. Schools will use Title I and other funding such as SAI to develop tutorial programs using only research-based strategies and resources. Schools will determine before/after/Saturday or summer school program models. Materials and supplies will be provided to students to assist with achievement of goals and to remove barriers.

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).

The district ensures that every school implements a tiered model of evidence-based behavior supports within a Multi-tiered System of Supports (MTSS). District level personnel are designated to assist schools with their site-based implementation by providing training, modeling, program monitoring, technical assistance, and data collection/analysis. They work with site-based personnel to implement the tiered approach that includes:
Positive Behavior Intervention Supports (PBIS)/Positive Behavior System (PBS) - All schools are required to implement the elements of PBIS including a school-based team that facilitates systems that support positive behavior: school-wide expectations, classroom expectations and rules, positive recognition/rewards, data collection and analysis, and ongoing professional development. Most schools participate in the Florida PBIS Project. Some schools implement the elements within other approaches including the Building Assets Reducing Risks (BARR) program. PBIS/PBS integrates with the Multi-Tiered System of Supports (MTSS) utilized in Florida school districts for behavior support.

All schools in the School District of Lee County are required to maintain MTSS for all students (tier 1), students needing supplemental support (tier 2), and students needing intensive support (tier 3). Each school has a team that utilizes the Response to Intervention (RtI) process in examining individual student data to identify those that may need additional behavior support beyond the universal PBIS/PBS approach, and to monitor the effectiveness of these interventions. Data analyzed include office discipline referrals, in-school suspension, out-of-school suspension, bus referrals/suspension, as well as positive behavior data. Interventions may include supplemental positive behavior interventions and/or interventions to address inappropriate behavior.

Each school has a designated Intervention Specialist that facilitates team processes and ensures that identified interventions are implemented and monitored for effectiveness. Currently, the district utilizes

"Insights to Behavior" to assist with the ongoing teamwork for behavior support in the tiered model using RtI. This includes the use of additional tools such as the Functional Behavior Assessment (FBA), data collection tools, reporting tools, and behavior intervention plan tools. Intervention Specialists assist classroom teachers and school-based personnel in the implementation of behavioral interventions and data collection, as well as serve as the primary contact for families with students receiving interventions.

In the School District of Lee County, the Multi-tiered System of Supports school-based teams may, when needed, refer students to other district/school supports including the school-based mental health team, Section 504 eligibility consideration, and/or evaluation for consideration of eligibility under IDEA. Likewise, when students respond to interventions, the team may recommend maintaining current levels of interventions, reducing interventions, or exiting interventions as appropriate.

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))

The district`s Curriculum and Staff Development department will offer training opportunities for paraprofessionals in the core subject areas and technology. In addition, new ESOL paraprofessionals will receive 12 hours of training regarding strategies to assist English Language Learners (ELL) to improve student performance. When appropriate, Instructional Support (Para) will participate in the same training as teachers at Title I schools.
Curriculum and Staff Development will offer teachers a multitude of opportunities to improve effectiveness. They will include (but are not limited to) the following: Florida Standards, Differentiated Instructional Strategies, Analytics (Data Analysis) and Instructional Change, Classroom Walkthrough, Kagan Cooperative Learning, Instruction within the Block, SIOP, and subject area training for adopted texts.

Teacher leaders at schools will support classroom instructional staff daily by coaching, modeling, and/or providing resources to improve instructional activities. Professional development will further support the initiative by collaborating closely with the teacher leaders. These individuals are chosen through a selective process that ensures highly effective instructional practices are shared with classroom teachers.

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

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: ELA				$73,282.66
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	120	0572 - Caloosa Middle School	Title, I Part A		$73,282.66
			Notes: Salaries for supplemental reading intervention teachers to provide additional support to L1 and L2 students.			

2	III.B.	Area of Focus: Instructional Practice: Science				$34,775.90
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	150	0572 - Caloosa Middle School	Title, I Part A		$34,775.90
			Notes: Provide additional instructional support in science classrooms.			
3	III.B.	Area of Focus: Instructional Practice: Math				$69,551.80
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	120	0572 - Caloosa Middle School	Title, I Part A		$69,551.80
			Notes: Provide additional instructional support in math classrooms.			
4	III.B.	Area of Focus: ESSA Subgroup: Black/African-American				$0.00
5	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities				$0.00
6	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				$0.00
					Total:	$177,610.36

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No