# R. Frank Nims Middle School



**2023-24**

**Schoolwide Improvement Plan (SIP)**

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# R. Frank Nims Middle School

### 723 W ORANGE AVE, Tallahassee, FL 32310

### https://www.leonschools.net/nims

## 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:<br><br>1. Have an overall Federal Index below 41%;<br>2. Have a graduation rate at or below 67%;<br>3. Have a school grade of D or F; or<br>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.**

The mission of R. Frank Nims Middle School is to support an academically engaging and safe school environment which allows students to become responsible leaders and self-supporting members of our school, community, and society.

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

R. Frank Nims Middle School will be an engaging and safe learning environment which produces high achievers who appreciate diversity and become conscientious contributors to society.

## 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 |
|------|----------------|-------------------------------|
| Bolden, Benny | Principal | Sets the vision for R. Frank Nims Middle School through shared vision discussions along with providing professional development, as well as planning, coaching and monitoring for instructional staff. Supervises the development of a strong infrastructure, ensures that the school-based team is implements protocols with fidelity, conducts assessments of school staff, ensures implementation of intervention support with fidelity, facilitates and participates in professional learning, develops a school-wide culture of expectation, ensures resources are assigned to the areas in most need, and communicates with all stakeholders. |
| Bullard, Janele | Assistant Principal | Assists in providing a common vision for the use of data-based decisionmaking, assists in the development of a strong infrastructure of resources, maintains facilities operations, and further assists the principal to ensure the school is safe and orderly so learning takes place. Communication with parents concerning discipline and attendance concerns, as well as special activities. |
| Haywood, Tyneal | Assistant Principal | Assists in providing a common vision for the use of data-based decision making, models the problem-solving process; assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Works to ensure curriculum is implemented with fidelity and appropriate materials are provided for teachers to ensure student engagement, as well as to plan, coach, and monitor instructional practices. |
| Sims, Jeffery | Assistant Principal | Assists in providing a common vision for the use of data-based decision making, models the problem-solving process; assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Works to ensure curriculum is implemented with fidelity and appropriate materials are provided for teachers to ensure student engagement, as well as to plan, coach, and monitor instructional practices. Participates in student data collection and analysis for data-based decision-making, delivers Tier 1 instruction/ intervention, collaborates with other staff to implement Tier 2/3 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities to provide bell-to-bell/direct instruction daily. |
| Rittman, Andreka | Dean | Assists in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources, maintains facilities operations, and further assists the principal to ensure the school is safe and orderly so learning takes place. Communication with parents concerning discipline and attendance concerns, as well as special |

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| | | activities. Directs the 21st Century after-school program that offers tier intervention and support for students that need extra support. |
| Stroger, Grace | Magnet Coordinator | Facilitates math operations to manage student needs and provide professional development and coaching support to teachers regarding Math in the content areas and all aspects of math. Serves as our Magnet coordinator while providing information about core instruction, participates in student data collection and analysis for data-based decision-making, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2/3 interventions, and integrates Tier 1 materials/ instruction with Tier 2/3 activities to provide bell-to-bell/direct instruction daily. |
| Gordon, Tarrah | School Counselor | Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success. |
| Glover, Thomeca | Instructional Coach | Team lead and shares with Math department while providing information about core instruction and department needs, participates in student data collection and analysis for data- based decision-making, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2/3 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities to provide bell-to-bell/direct instruction daily. |
| Wilcoxson, Jakari | Teacher, K-12 | Team lead and shares with ESE department while providing information about core instruction and department needs, participates in student data collection and analysis for databased decision-making, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2/3 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities to provide bell-to-bell/direct instruction daily. |
| Gallon, Gloria | Instructional Coach | ELA Reading Coach provides information about core instruction and department needs, participates in student data collection and analysis for data- based decision-making, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2/3 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities to provide bell to-bell/direct instruction daily. |
| Peterson, Cheryl | Instructional Coach | ELA Reading Coach provides information about core instruction and department needs, participates in student data collection and analysis for data- based decision-making, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2/3 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities to provide bell-to-bell/direct instruction daily. |

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| Coley, Demetrius | Teacher, K-12 | Team lead for Science while providing information about core instruction and department needs, participates in student data collection and analysis for databased decision-making, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2/3 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities to provide bell-to-bell/direct instruction daily. |
| Thompson, Andrew | Teacher, K-12 | Team lead and shares with Electives and CTE department while providing information about core instruction and department needs, participates in student data collection and analysis for databased decision-making, delivers Tier 1 instruction/ intervention, collaborates with other staff to implement Tier 2/3 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities to provide bell-to-bell/direct instruction daily. |
| Jackson, Gabrielle | School Counselor | Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success. |
| Schroeder, Craig | Teacher, K-12 | Team lead and shares with ELA department while providing information about core instruction and department needs, participates in student data collection and analysis for databased decision-making, delivers Tier 1 instruction/ intervention, collaborates with other staff to implement Tier 2/3 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities to provide bell-to-bell/direct instruction daily. |

**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.

The SIP is presented to our entire faculty for input. The leadership team reviews and offers their departmental input as necessary. It is then presented to our parents and voted on by our SAC.

**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))

SIP will be reviewed and monitored by school community.

| | |
|---|---|
| **Demographic Data**<br>Only ESSA identification and school grade history updated 3/11/2024 | |
| **2023-24 Status**<br>(per MSID File) | Active |
| **School Type and Grades Served**<br>(per MSID File) | Middle School<br>6-8 |
| **Primary Service Type**<br>(per MSID File) | K-12 General Education |
| **2022-23 Title I School Status** | Yes |
| **2022-23 Minority Rate** | 94% |
| **2022-23 Economically Disadvantaged (FRL) Rate** | 100% |
| **Charter School** | No |
| **RAISE School** | No |
| **ESSA Identification**<br>*updated as of 3/11/2024 | ATSI |
| **Eligible for Unified School Improvement Grant (UniSIG)** | No |
| **2021-22 ESSA Subgroups Represented**<br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities (SWD)*<br>English Language Learners (ELL)*<br>Black/African American Students (BLK)<br>Hispanic Students (HSP)*<br>Multiracial Students (MUL)<br>White Students (WHT)*<br>Economically Disadvantaged Students (FRL) |
| **School Grades History**<br>*2022-23 school grades will serve as an informational baseline. | 2021-22: C<br><br>2019-20: C<br><br>2018-19: C<br><br>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 | 92 | 96 | 87 | 275 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 73 | 72 | 95 | 240 |
| Course failure in English Language Arts (ELA) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 3 | 5 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 1 | 3 | 7 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 119 | 129 | 98 | 346 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 100 | 112 | 62 | 274 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 0 | 0 | 0 | 154 | 170 | 147 | 471 |

**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 | 73 | 72 | 95 | 240 |

**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 | 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 | 0 | 0 | 0 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 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 | 0 | 0 | 0 | |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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

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

**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 | 0 | 0 | 0 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 77 | 66 | 61 | 204 |
| 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 | 0 | 0 | 0 | |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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

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

**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* | 22 | 52 | 49 | 29 | 53 | 50 | 24 | | |
| ELA Learning Gains | | | | 41 | | | 29 | | |
| ELA Lowest 25th Percentile | | | | 47 | | | 33 | | |
| Math Achievement* | 25 | 58 | 56 | 28 | 34 | 36 | 19 | | |
| Math Learning Gains | | | | 52 | | | 17 | | |
| Math Lowest 25th Percentile | | | | 61 | | | 29 | | |
| Science Achievement* | 28 | 51 | 49 | 23 | 55 | 53 | 16 | | |
| Social Studies Achievement* | 85 | 75 | 68 | 76 | 61 | 58 | 56 | | |
| Middle School Acceleration | 36 | 67 | 73 | 63 | 47 | 49 | 52 | | |
| Graduation Rate | | | | | 51 | 49 | | | |
| College and Career Acceleration | | | | | 76 | 70 | | | |
| ELP Progress | 60 | 42 | 40 | 12 | 73 | 76 | 27 | | |

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

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

## ESSA School-Level Data Review (pre-populated)

| 2021-22 ESSA Federal Index | |
|---|---|
| ESSA Category (CSI, TSI or ATSI) | ATSI |
| OVERALL Federal Index – All Students | 43 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 6 |
| Total Points Earned for the Federal Index | 256 |
| Total Components for the Federal Index | 6 |
| Percent Tested | 91 |
| Graduation Rate | |

| 2021-22 ESSA Federal Index | |
|---|---|
| ESSA Category (CSI, TSI or ATSI) | ATSI |
| OVERALL Federal Index – All Students | 43 |

| 2021-22 ESSA Federal Index | |
|---|---|
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 4 |
| Total Points Earned for the Federal Index | 432 |
| Total Components for the Federal Index | 10 |
| Percent Tested | 96 |
| 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 | 35 | Yes | 4 | |
| ELL | 24 | Yes | 2 | 2 |
| AMI | | | | |
| ASN | | | | |
| BLK | 39 | Yes | 1 | |
| HSP | 26 | Yes | 2 | 1 |
| MUL | 50 | | | |
| PAC | | | | |
| WHT | 32 | Yes | 2 | |
| FRL | 40 | 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% |
| SWD | 36 | Yes | 3 | |
| ELL | 27 | Yes | 1 | 1 |
| AMI | | | | |
| ASN | | | | |
| BLK | 46 | | | |
| HSP | 40 | 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 | 53 | | | |
| PAC | | | | |
| WHT | 32 | Yes | 1 | |
| FRL | 43 | | | |

## 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 | 22 | | | 25 | | | 28 | 85 | 36 | | | 60 |
| SWD | 20 | | | 18 | | | 31 | 77 | 27 | | 5 | |
| ELL | 11 | | | 28 | | | 10 | | 10 | | 5 | 60 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 21 | | | 25 | | | 28 | 84 | 35 | | 5 | |
| HSP | 26 | | | 37 | | | 15 | | 26 | | 4 | |
| MUL | 27 | | | 25 | | | 50 | 90 | 58 | | 5 | |
| PAC | | | | | | | | | | | | |
| WHT | 25 | | | 39 | | | | | | | 2 | |
| FRL | 21 | | | 28 | | | 28 | 85 | 36 | | 5 | |

| 2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2020-21 | C & C Accel 2020-21 | ELP Progress |
| All Students | 29 | 41 | 47 | 28 | 52 | 61 | 23 | 76 | 63 | | | 12 |
| SWD | 25 | 36 | 45 | 25 | 40 | 41 | 17 | 61 | | | | |
| ELL | 16 | 10 | 0 | 31 | 45 | 45 | 9 | 77 | | | | 12 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |

| 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 | 27 | 43 | 53 | 25 | 52 | 62 | 18 | 77 | 61 | | | |
| HSP | 34 | 22 | 0 | 45 | 53 | 58 | 33 | 76 | 64 | | | 13 |
| MUL | 52 | 64 | | 37 | 59 | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 23 | 27 | | 38 | 40 | | | | | | | |
| FRL | 27 | 41 | 51 | 28 | 52 | 63 | 23 | 78 | 57 | | | 10 |

| 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 | 24 | 29 | 33 | 19 | 17 | 29 | 16 | 56 | 52 | | | 27 |
| SWD | 24 | 28 | 19 | 25 | 19 | 17 | 22 | 45 | | | | |
| ELL | 22 | 26 | 24 | 18 | 26 | 33 | | 60 | | | | 27 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 22 | 29 | 34 | 17 | 16 | 28 | 18 | 52 | 52 | | | |
| HSP | 33 | 26 | | 28 | 26 | 40 | 9 | 74 | | | | 33 |
| MUL | 21 | 38 | | 20 | 14 | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 40 | 44 | | 24 | 14 | | | | | | | |
| FRL | 24 | 28 | 35 | 18 | 18 | 29 | 14 | 52 | 49 | | | 19 |

**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 | 17% | 49% | -32% | 47% | -30% |
| 08 | 2023 - Spring | 16% | 49% | -33% | 47% | -31% |

| ELA | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2023 - Spring | 20% | 48% | -28% | 47% | -27% |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2023 - Spring | 23% | 55% | -32% | 54% | -31% |
| 07 | 2023 - Spring | 12% | 51% | -39% | 48% | -36% |
| 08 | 2023 - Spring | 38% | 49% | -11% | 55% | -17% |

| ALGEBRA | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 67% | 58% | 9% | 50% | 17% |

| GEOMETRY | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 100% | 58% | 42% | 48% | 52% |

| BIOLOGY | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 26% | 65% | -39% | 63% | -37% |

| CIVICS | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 84% | 72% | 12% | 66% | 18% |

## 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.**

After analyzing our 2022-2023 school improvement plan, only 16% of our
ELLs demonstrated proficiency in E.L.A. To investigate this issue and build an appropriate action plan, we must ask, "Why are our ELLs not scoring better on the state assessment?" Then ask more specific questions such as,
which students are proficient? What do the ELL students who need to be proficient know? Overall, ELA (2023) Decrease in 8% from 29-21%.

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

Emphasis and concerns are in ELA. While we are seeing great gains in Math, Social Studies and Science, we have significe concerns as it relates to ELA 21%.

**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.**

ELA Achievement of 21%
State Avg. 50%

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

Our social studies department demonstrated strength, with a
positive trend line of 19 percentage points, from 57% increasing to 76% gain in achievement between the school year 2020-21 and 2021-22. 2022-23 projected SOCIAL STUDIES Achievement increased 10% from 76% to 86%.

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

ELA Achievement 21%
Science Achievement 29%
Math Achievement in subgroup Spainsh/White

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

Raising ELA Achievement 9 points (30%)
Raising ELA Gains 50%
Raising MATH Achievement 8 points (40%)
Raising MATH Gains 60%
Raising SCIENCE Achievement 16 points (45%)

**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 Benchmark-aligned Instruction**

**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.

School-Wide Writing Initiative

Create School based Writing Curriculum to improve our FAST ELA Scores and to meet the changing expectations of the Florida Standards. This goal was chosen because of R. Frank Nims Middle School ELA/Language Arts proficiency and learning gain scores for the 2023-24 school year. The data shows that continuous improvement in this area is needed in order to strengthen our ELA/Language Arts performance school-wide. It is our expectation that the use of various progress monitoring strategies, ongoing communication based upon data points, and revision of processes through our professional learning communities will help to continue to refine and improve student performance and teacher instructional practices related to Writing school-wide.

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

The intended outcomes for the area of focus is to raise the level of proficiency on our FAST ELA assessment. R. Frank Nims Middle School will provide remediation and additional support through push-in's and pull out's, independent reading, electives, as well as small group tutoring/instruction during the school day.

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

The school ensures every teacher contributes to the literacy improvement of every student by:
•Holding meetings on a regular basis to make decisions about literacy instruction in the school.
* Student data is analyzed and compared to expectations found in standards
•Utilizing a balanced literacy approach that includes whole group, small group and one-on-one
based on student needs.
•Providing instruction aligned with the Language Arts Florida Standards for their grade level
•Providing resources to support instruction (extensive classroom libraries, texts to support units of
study, leveled books for small group instruction).

**Person responsible for monitoring outcome:**

Benny Bolden (boldenb@leonschools.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.)

Quarterly Meetings
Word of the Day: Graphemic awareness
• Spelling
• Vocabulary
• Grammar/syntax/semantics
• Punctuation and capitalization

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

Cross-curricular Writing: Explicitly teach students strategies for planning,
writing, editing, and revising.
Instructors and learners discuss the strategy
• Instructors model the strategy more than once
• Learners memorize the strategy
• Instructors support the strategy through corrective
feedback/more instruction
• Learners use the strategy independently
Provides research-backed practices that have been shown to be effective in
improving students scores.
Use both formal and informal means of data collection to keep a pulse on
interventions being
implemented in support of school improvement.
Build on existing work and academic understanding
Engage both internal and external stakeholders throughout the process of
intervention selection
to promote buy-in and alignment with the school vision

**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. Administering assessments which measure instructed standards (PMSAM)
2. School-wide mock Writing Assessments (Fall/Spring)
3. Monitoring progress at the class and grade level during Learning Team
Meetings

**Person Responsible:** Tyneal Haywood (haywoodt@leonschools.net)

**By When:**

Below are the strategies we plan to utilize in order to achieve our intended
outcome:
• Increased attention to the scientific process throughout all grade levels and increase use of
weekly science labs with hands on application activities.
• Additional incorporation of Next Generation Content Area Reading Professional
Development to foster literacy strategies within science classrooms
• Use of real world science experiments and science lab journals
• Use of instructional computer software (Brain Pop, Discovery Streaming, etc.)
• Increase use of informational text and reading comprehension strategies throughout all
grade levels
• Additional teacher training in science teaching strategies and models of instructional
practices
• Access to online textbooks through Class-link
• Continue to promote student mastery of material by offering assessment retakes to help

facilitate mastery of curriculum standards
*Use of Rewards for Science

**Person Responsible:** Benny Bolden (boldenb@leonschools.net)

**By When:** May 2024

| #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.

Proficiency on State Science and EOC Assessment.
As one of our lowest performance fields in the past academic year, we expect the use of multiple progress monitoring methods, continuing information point-based communication, and process modification to help refine and enhance student efficiency in science. It will also be useful to build background understanding in lower grades. It is our expectation that the use of various progress monitoring strategies, ongoing communication based upon data points, and revision of processes through our professional learning communities will help to continue to refine and improve student performance and teacher instructional practices related to Science. R. Frank Nims Middle School SCIENCE Achievement score for the 22/23 school year, was 29% with the expectation to increase that score to 45% within the 23/24 academic school year.

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

Proficiency within our Science scores.
The school ensures every teacher contributes to the science improvement of every student by:
•Holding departmental meetings on a regular basis to make decisions about science instruction in the school.
*Student data is analyzed and compared to expectations found in standards
•Utilizing a balanced curriculum approach that includes whole group, small group and one-on-one
based on student needs.
•Providing instruction aligned with the Science Florida Standards for their grade level.
*Providing instruction using the Rewards curriculum in Science

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

Data Chats

**Person responsible for monitoring outcome:**

Benny Bolden (boldenb@leonschools.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.)

Provide additional instruction in small group or one-on-one for students who are struggling with reading concepts to work on their area(s) of need.
Provide ongoing professional development for teachers for implementation of Florida Standards and analyzing data.
Use goals and scales for students to track their own progress toward meeting the standards.
Monitor students progress monthly and make changes if interventions are not meeting the students needs.
Classes are scheduled to spend time in the Science Lab to reinforce the Scientific Method using hands-on lab activities. Administrators will monitor the effectiveness of the Science

Lab through walk-through observations and dialogue with teachers during PLC meetings. Provides research-backed practices that have been shown to be effective in improving students scores.

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

Use both formal and informal means of data collection to keep a pulse on interventions being implemented in support of school improvement. Build on existing work and academic understanding Engage both internal and external stakeholders throughout the process of intervention selection to promote buy-in and alignment with the school vision.

**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.

Below are the strategies we plan to utilize in order to achieve our intended outcome:
• Increased attention to the scientific process throughout all grade levels and increase use of weekly science labs with hands on application activities.
• Additional incorporation of Next Generation Content Area Reading Professional Development to foster literacy strategies within science classrooms
• Use of real world science experiments and science lab journals
• Use of instructional computer software (Brain Pop, Discovery Streaming, etc.)
• Increase use of informational text and reading comprehension strategies throughout all grade levels
• Additional teacher training in science teaching strategies and models of instructional practices
• Access to online textbooks through Class-link
• Continue to promote student mastery of material by offering assessment retakes to help facilitate mastery of curriculum standards
*Use of Rewards for Science

**Person Responsible:** Benny Bolden (boldenb@leonschools.net)

**By When:** May 2024

| #3. 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.

Increase the proficiency by three percentage points and learning gains by 11 points.
percentage points in English/Language Arts for the 2023-24 School Year.

This goal was chosen because of R. Frank Nims Middle School ELA/Language Arts proficiency and learning gain scores for the 2023-2024 school year. The data shows that continuous improvement in this area is needed in order to strengthen our ELA/Language Arts performance school-wide. It is our expectation that the use of various progress monitoring strategies, ongoing communication based upon data points, and revision of
processes through our professional learning communities will help to continue to refine and improve student performance and teacher instructional practices related to ELA. R. Frank Nims Middle School ELA Achievement score for the 22/23 school year, was 21% with the expectation to increase that score to 30% within the 23-24 academic school year.

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

The school ensures every teacher contributes to the literacy improvement of every student by:

*Holding meetings on a regular basis to make decisions about literacy instruction in the school.
*Utilizing a balanced literacy approach that includes whole group, and small group based on the student needs.
*Student data is analyzed and compared to expectations found in standards
*Utilizing a balanced literacy approach that includes whole group, small group and one-on-one based on student needs.
*Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction, Progress Monitoring, Read 180, Study Sync, Vocabulary (word of the day).

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

Benny Bolden (boldenb@leonschools.net)

**Person responsible for monitoring outcome:**

Benny Bolden (boldenb@leonschools.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.)

Provide additional instruction in small group or one-on-one for students who are struggling with reading concepts to work on their area(s) of need. Provide ongoing professional development for teachers for implementation of Florida Standards and analyzing data. Use goals and scales for students to track their own progress toward meeting the standards. Monitor student progress monthly and make changes if interventions are not meeting the student needs. Students will receive targeted interventions with certified teachers.
Administrators and leadership team will monitor data to ensure that interventions are being implemented with fidelity. They will review data, check lesson plans and observe interventions being given during walk-

throughs. Provides research-backed practices that have been shown to be effective in improving student scores.

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

Use both formal and informal means of data collection to keep a pulse on interventions being implemented in support of school improvement. Build on existing work and academic understanding Engage both internal and external stakeholders throughout the process of intervention selection to promote buy-in and alignment with the school vision.

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

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

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

Teachers will work closely with the APC and their teams in order to provide the most appropriate support for their students. The actions will include, but not be limited to:
•Administering assessments which measure instructed standards
•Monitoring progress at the class and grade level during Learning Team Meetings
•Conducting data chats with students
•Creating units of study based on current data
•Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
•Students receiving push-in/pull out services for ESE/ELL and remediation
•Providing LLI (Leveled Literacy Intervention) instruction.
Co-Teaching: Supports teacher by:
• Modeling lessons or strategies
• Parallel teaching
• Lead small group instruction
Target Students: Students in the bottom 35% quartile who need the largest percentile jump
to be considered a learning gain in class periods with highest need.
Targeted Strands: Targeted Students 4 Stands in the ELA B.E.S.T. benchmarks content area: 1) Foundations 2) Reading (R) 3) Communication (C) 4) Vocabulary. Our targeted areas are Reading Across Genres & Vocabulary (35-50%), Informational Text, and Prose & Poetry (large percentage of FAST across grade levels 6-8 encompasses Writing component).
Resources/Strategies: Language! Live, ELA Curriculum, small group (4-6), push-in during general ELA class periods. Pre-teaching content, chunking, cooperative learning, literacy in the content area, increased response rates, fluency drills.
Projected outcomes: Improved scores in target strands and increase in bottom quartile gains.

**Person Responsible:** Benny Bolden (boldenb@leonschools.net)

**By When:**

*No description entered*

**Person Responsible:** [no one identified]

**By When:**

*No description entered*

**Person Responsible:** [no one identified]
**By When:**

## #4. 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.

English Language Arts FAST Assessment

Based on our present information and student requirements, we are dedicated to assist in decreasing the achievement gap for our learners in English Language Arts performing below grade level and targeting our minority subgroups. It is our expectation that the use of various progress monitoring strategies, ongoing communication based upon data points, and revision of processes through our professional learning communities will help to continue to refine and improve student performance and teacher instructional practices related to ELA.

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

The intended outcomes for the area of focus is to raise the level of proficiency on the FAST ELA assessment. R. Frank Nims Middle School will implement push-in's and pull-outs in the ELA department areas in order to help support the initiative of increasing the proficiency (3%) and learning gains (11%) percentage points. R.Frank Nims Middle School will provide remediation and additional support through independent reading and small group tutoring/ instruction during the school day. The school ensures every teacher contributes to the literacy improvement of every student by:

*Holding meetings (data chats) on a regular basis to make decisions about
literacy instruction in the school.
*Student data is analyzed and compared to expectations found in standards
*Utilizing a balanced literacy approach that includes whole group, small group and one-on-one based on student needs.
* Providing instruction aligned with the Language Arts Florida Standards for their grade level
* Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction, Star Reading, Read 180, Study Sync, Vocabulary (word of the day).

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

Data Chats

### Person responsible for monitoring outcome:

Benny Bolden (boldenb@leonschools.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.)

Provide ongoing professional development for teachers for implementation of Florida Standards and analyzing data. Use goals and scales for students to track their own progress toward meeting the standards. Monitor students progress monthly and make changes if interventions are not meeting the students needs.

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

Students will receive targeted interventions with certified teachers. Administrators will monitor data to ensure that interventions are being implemented with fidelity. They will review data, check lesson plans

and
observe interventions being given during walk-throughs. Provides research-backed practices that have
been shown to be effective in improving students scores.

**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.

*No action steps were entered for this area of focus*

## #5. 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.

Proficiency and Learning Gains on Math FAST and EOC Assessments
It is our expectation that the use of various progress monitoring strategies, ongoing communication based upon data points, and revision of processes through our professional learning communities will help to continue to refine and improve student performance and teacher instructional practices related to Mathematics. R. Frank Nims Middle School MATH Achievement for the 22/23 school year was 32%, with the expectation to increase that score by 8% within the 23/24 academic school year.
22 academic school year is 52%.
The intended outcomes for the area of focus is to raise the level of proficiency on the FAST Math. R. Frank Nims Middle School will implement an Extended Day Program in the math department areas in order to help support the initiative of increasing the proficiency and learning gains by 3 percentage points. R. Frank Nims Middle School will provide remediation and additional support through math classes and small group tutoring/instruction during the school day.

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

The school ensures every teacher contributes to the math improvement of every student by:
•Holding meetings on a regular basis to make decisions about math instruction in the school.
*Student data is analyzed and compared to expectations found in standards
•Utilizing a balanced curriculum approach that includes whole group, small group and one-on-one
based on student needs.
•Providing instruction aligned with the Math Florida Standards for their grade level
•Providing resources to support instruction (ACALETICS).

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

Data Chats

**Person responsible for monitoring outcome:**

Benny Bolden (boldenb@leonschools.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.)

Provide additional instruction in small group or one-on-one for students who are struggling with math concepts to work on their area(s) of need. Provide ongoing professional development for teachers for implementation of Florida Standards and analyzing data. Use goals and scales for students to track their own progress toward meeting the standards. Monitor students progress monthly and make changes if interventions are not
meeting the students needs. Students will receive targeted interventions with

certified teachers. Administrators will monitor data to ensure that interventions are being implemented with fidelity. They will review data, check lesson plans and observe interventions being given during walk-throughs. Provides research-backed practices that have been shown to be effective in improving students scores.

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

Use both formal and informal means of data collection to keep a pulse on interventions being implemented in support of school improvement. Build on existing work and academic understanding Engage both internal and external stakeholders throughout the process of intervention selection to promote buy-in and alignment with the school vision.

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

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

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

Teachers will work closely with the APC/Data Coach and their teams to provide the most appropriate support for their students. The actions will include, but not be limited to:
•District made benchmark progress monitoring assessments and acaletics Math - baseline, mid year, end of year
•Monitor progress at the class and grade level during Learning Team Meetings
•Conduct data chats with students
•Choose methods of instruction based on the needs of students (modeled, guided practice, inquiry)
•Intensive math strategies within the core instruction
Co-Teaching: Supports teacher by:
• Modeling lessons or strategies
• Parallel teaching
• Lead small group instruction
Target Students: Students in the bottom 35% quartile who need the largest percentile jump to be considered a learning gain are in classes based upon their highest needs.
Targeted Strands: Expressions & Equations and Geometry (lower performing but large percentage on FAST across grade levels 6-8)
Resources/Strategies: Small group (4-8). Pre-teaching content, chunking, cooperative learning, literacy in the content area, increased response rates, fluency drills.
Schedule: Interventions (small group) will take place weekly (MTWTH).
Projected outcomes: Improved scores in target strands, increase in bottom quartile gains, and R. Frank Nims school.

**Person Responsible:** Benny Bolden (boldenb@leonschools.net)

**By When:** May 2024

### #6. Positive Culture and Environment specifically relating to Social Studies

**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.

R. Frank Nims Middle School Civics Achievement score for the 22/23 school year was 84%, with the expectation to increase that score to 86% within the 23-24 academic school year. It is our expectation that the use of various progress monitoring strategies, ongoing communication based upon data points, and revision of processes through our professional learning communities will help to continue to refine and improve student performance and teacher instructional practices related to Civics.

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

The school ensures every Social Studies teacher contributes to the academic achievement of every student by:
*Holding meetings on a regular basis to make decisions about effective pedagogies used to provide intervention in instruction for all students.
*Utilizing a balanced approach that includes whole group, and small
group to increase students' proficiency in Civics.
*Student data is analyzed and compared to expectations found in standards
*Utilizing a balanced approach that includes whole group, small
group and one-on-one based on student needs.
*Providing resources to support instruction (extensive classroom libraries,
texts to support units of study, leveled books for small group instruction,
Progress Monitoring, Civics "Bootcamp", 21th Century tutoring afterschool.

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

Data Chats

**Person responsible for monitoring outcome:**

Benny Bolden (boldenb@leonschools.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.)

Provide ongoing professional development for teachers for implementation of Florida
Standards and analyzing data. Use goals and scales for students to track their own
progress toward meeting the standards. Monitor students progress monthly and
make changes if interventions are not meeting the students needs.

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

Students will receive targeted interventions with certified teachers. Administrators will monitor data to ensure that interventions are being implemented with fidelity. They will review data, check lesson plans and observe interventions being given during walk-throughs. Provides research-based practices that have been shown to be effective in improving students scores.

**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.

*No description entered*

**Person Responsible:** [no one identified]

**By When:**

**#7. ESSA Subgroup specifically relating to Hispanic**

**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.

Focus area is on Hispanic and ELL students who are the lowest 25th percentile on the English Language Arts FAST Assessment

Based on our present information and student requirements, we are dedicated to assist in decreasing the achievement gap for our ELL and Hispanic learners in English Language Arts who are performing below grade level and targeting our minority subgroups. It is our expectation that the use of various progress monitoring strategies, ongoing communication based upon data points, and revision of processes through our professional learning communities will help to continue to refine and improve student performance and teacher instructional practices related to ELA. Our Focus for this subgroup will be completed and reviewed through our ESOL class using Imagine Learning Curriculum.

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

The intended outcomes for the area of focus is to raise the level of proficiency of Hispanic and ELL students on the FAST ELA assessment. R. Frank Nims Middle School will implement push-in's and pull-outs in the ELA department areas in order to help support the initiative of increasing the proficiency (3%) and learning gains (11%) percentage points. R.Frank Nims Middle School will provide remediation and additional support through independent reading and small group tutoring/ instruction during the school day. The school ensures every teacher contributes to the literacy improvement of every student by:

*Holding meetings (data chats) on a regular basis to make decisions about literacy instruction in the school.
*Student data is analyzed and compared to expectations found in standards
*Utilizing a balanced literacy approach that includes whole group, small group and one-on-one based on student needs.
* Providing instruction aligned with the Language Arts Florida Standards for their grade level
* Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction, and provide intensive remediation in their ESOL classes, and vocabulary (word of the day).

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

Data chats and PM data

**Person responsible for monitoring outcome:**

Benny Bolden (boldenb@leonschools.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.)

Provide ongoing professional development for teachers for implementation of Florida Standards and analyzing data. Use goals and scales for students to track their own progress toward meeting the standards. Monitor students progress monthly and make changes if interventions are not meeting the students needs.

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

Students will receive targeted interventions with certified teachers. Administrators will monitor data to ensure that interventions are being implemented with fidelity. They will review data, check lesson plans and
observe interventions being given during walk-throughs. Provides research-based practices that have been shown to be effective in improving students scores.

**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.

• Intensive reading instruction (for ELL and Hispanic students in the lowest 25% and identified bubble students) supported by Study Sync curriculum and instructed by a reading endorsed teacher and reading instrucional coach who is ESOL certified.
• ESOL and Hispanic students will be assessed quarterly using Progress monitoring, Study Sync, and District Assessments. This data will be disaggregated for intensive tiered instructional opportunities.
• Read 180 curriculum will supplement district adopted curriculum.
• Read 180 will provide opportunities for ELL and Hispanic students to practice reading strategies using Informational texts.
Co-Teaching: Supports teacher by:
• Modeling lessons or strategies
• Parallel teaching
• Lead small group instruction

Targeted Strands: Targeted Students 4 Stands in the ELA B.E.S.T. benchmarks content area: 1) Foundations 2) Reading (R) 3) Communication (C) 4) Vocabulary. Our targeted areas are Reading Across Genres & Vocabulary (35-50%), Informational Text, and Prose & Poetry (large percentage of FAST across grade levels 6-8 encompasses Writing component).

Resources/Strategies: Study Sync, ELA Curriculum, small group (4-6), push-ins during general ELA class periods. Pre-teaching content, chunking, cooperative learning, literacy in the content area, increased response rates, fluency drills.

Projected outcomes: Improved scores in target strands and increase in bottom quartile gains.
Schedule: Interventions (small group) will take place 5 days a week 30-45 minutes per day.

**Person Responsible:** Janele Bullard (bullardj@leonschools.net)

**By When:**

**#8. ESSA Subgroup specifically relating to White**

**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 is the proficiency of white students on the Biology EOC.

As one of our lowest performance fields in the past academic year, we expect the use of multiple progress monitoring methods, continuing information point-based communication, and process modification to help refine and enhance student efficiency in Biology. It will also be useful to build background understanding in lower grades. It is our expectation that the use of various progress monitoring strategies, ongoing communication based upon data points, and revision of processes through our professional learning communities will help to continue to refine and improve student performance and teacher instructional practices related to Biology.

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

Proficiency within our Biology scores.
The school ensures every teacher contributes to the science improvement of every student by:
•Holding departmental meetings on a regular basis to make decisions aboutBiology instruction in the school.
*Student data is analyzed and compared to expectations found in standards
•Utilizing a balanced curriculum approach that includes whole group, small group and one-on-one based on student needs.
•Providing instruction aligned with the Science Florida Standards for their grade level.
*Providing instruction using the Rewards curriculum in Biology.

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

Data Chats, District-wide progress monitoriing.

**Person responsible for monitoring outcome:**

Benny Bolden (boldenb@leonschools.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.)

Provide additional instruction in small group or one-on-one for students who are struggling with reading concepts to work on their area(s) of need.
Provide ongoing professional development for teachers for implementation of Florida Standards and analyzing data.
Use goals and scales for students to track their own progress toward meeting the standards.
Monitor students progress monthly and make changes if interventions are not meeting the students needs.
Classes are scheduled to spend time in the Biology Lab to reinforce the Scientific Method using hands-on lab activities. Administrators will monitor the effectiveness of the Biology Lab through walk-through observations and dialogue with teachers during PLC meetings.
Provides research-based practices that have been shown to be effective in improving students scores.

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

Use both formal and informal means of data collection to keep a pulse on interventions being implemented in support of school improvement. Build on existing work and academic understanding Engage both

internal and external stakeholders throughout the process of intervention selection to promote buy-in and alignment with the school vision.

**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.

Below are the strategies we plan to utilize in order to achieve our intended outcome:
• Increased attention to the scientific process throughout all grade levels and increase use of weekly Biology labs with hands on application activities.
• Increase use of informational text and reading comprehension strategies throughout all grade levels.
• Additional teacher training in Biology teaching strategies and models of instructional practices.
• Access to online textbooks through Class-link
• Continue to promote student mastery of material by offering assessment retakes to help facilitate mastery of curriculum standards
*Use of Rewards for Biology.

**Person Responsible:** Tyneal Haywood (haywoodt@leonschools.net)

**By When:**

**#9. 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.

The area of focus is for Proficiency and Learning Gains on Math FAST and EOC Assessments for students with disabilities.

It is our expectation that the use of various progress monitoring strategies, ongoing communication based upon data points, and revision of processes through our professional learning communities will help to continue to refine and improve student performance and teacher instructional practices related to Mathematics. R. Frank Nims Middle School MATH Achievement for students with disabilities will increase by 10% from PM1 to PM3.

The intended outcomes for the area of focus is to raise the level of proficiency on the FAST Math from PM1 to PM3 for students with disabilities. R. Frank Nims Middle School will implement the 21st Century After School Program with teachers from the math department to help support the initiative of increasing the proficiency of those students. R. Frank Nims Middle School will provide remediation and additional support through math classes and small group tutoring/instruction during the school day.

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

The school ensures every teacher contributes to the math improvement of every student with a disability by:

*Ensuring that all teachers are knowledgeable of the Individual Educational Plans (IEP) of all students with disabilities.
•Holding meetings on a regular basis to make decisions about math instruction in the school.
*Student data is analyzed and compared to expectations found in standards.
•Utilizing a balanced curriculum approach that includes whole group, small group and one-on-one based on student needs.
•Providing instruction aligned with the Math Florida Standards for their grade level.
•Providing resources to support instruction (ACALETICS).

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

Data Chats, PM data, and weekly MTSS follow-ups.

**Person responsible for monitoring outcome:**

Benny Bolden (boldenb@leonschools.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.)

Provide additional instruction in small group or one-on-one for students with disabilites who are struggling with math concepts to work on their area(s) of need. Provide ongoing professional development for teachers for implementation of Florida Standards and analyzing data. Use goals as stated in their IEP's and scales for students to track their own progress toward meeting the standards. Monitor students progress monthly and make changes if interventions are not meeting the students needs. Students will receive targeted interventions with certified teachers. Administrators will monitor data to ensure that interventions are being implemented with fidelity. They will review data, check lesson plans and observe

interventions being given during walk-throughs. Provides research-based practices that have been shown to be effective in improving students scores.

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

Use both formal and informal means of data collection to keep a pulse on interventions being implemented in support of school improvement. Build on existing work and academic understanding Engage both internal and external stakeholders throughout the process of intervention selection to promote buy-in and alignment with the school vision and to ensure that students with disabilities are provided with accommodations as stated in their IEP's.

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

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

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

Teachers will work closely with the APC/Data Coach and their teams to provide the most appropriate support for their students with disabilities. The actions will include, but not be limited to:
•District made benchmark progress monitoring assessments and acaletics Math - baseline, mid year, and end of year assessments.
•Monitor progress at the class and grade level during Learning Team Meetings.
•Conduct data chats with students
•Choose methods of instruction based on the needs of students (modeled, guided practice, inquiry).
•Intensive math strategies within the core instruction that supports teachers by:
• Modeling lessons or strategies that are research based
• Parallel teaching
• Lead small group instruction for students with disabilities.
Targeted Strands: Expressions & Equations and Geometry (lower performing but large percentage on FAST across grade levels 6-8)
Resources/Strategies: Small group (4-8). Pre-teaching content, chunking, cooperative learning, literacy in the content area, increased response rates, fluency drills.
Schedule: Interventions (small group) will take place weekly (MTWTH).
Projected outcomes: Improved scores in target strands, and increase proficiency for students with disabilities.

**Person Responsible:** Tyneal Haywood (haywoodt@leonschools.net)

**By When:**

**#10. 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.

Focus area is on ELL students who are the lowest 25th percentile on the English Language Arts FAST Assessment

Based on our present information and student requirements, we are dedicated to assist in decreasing the achievement gap for our ELL learners in English Language Arts who are performing below grade level and targeting our minority subgroups. It is our expectation that the use of various progress monitoring strategies, ongoing communication based upon data points, and revision of processes through our professional learning communities will help to continue to refine and improve student performance and teacher instructional practices related to ELA. Our Focus for this subgroup will be completed and reviewed through our ESOL class using Imagine Learning Curriculum.

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

The intended outcomes for the area of focus is to raise the level of proficiency of ELL students on the FAST ELA assessment. R. Frank Nims Middle School will implement push-in's and pull-outs in the ELA department areas in order to help support the initiative of increasing the proficiency (3%) and learning gains (11%) percentage points. R.Frank Nims Middle School will provide remediation and additional support through independent reading and small group tutoring/ instruction during the school day. The school ensures every teacher contributes to the literacy improvement of every student by:

*Holding meetings (data chats) on a regular basis to make decisions about literacy instruction in the school.
*Student data is analyzed and compared to expectations found in standards
*Utilizing a balanced literacy approach that includes whole group, small group and one-on-one based on student needs.
* Providing instruction aligned with the Language Arts Florida Standards for their grade level
* Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction, and provide intensive remediation in their ESOL classes, and vocabulary (word of the day).

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

Data chats and PM data

**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.)

Provide ongoing professional development for teachers for implementation of Florida Standards and analyzing data. Use goals and scales for students to track their own progress toward meeting the standards. Monitor students progress monthly and make changes if interventions are not meeting the students needs.

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

Students will receive targeted interventions with certified teachers. Administrators will monitor data to ensure that interventions are being implemented with fidelity. They will review data, check lesson plans and
observe interventions being given during walk-throughs. Provides research-based practices that have been shown to be effective in improving students scores.

**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.

• Intensive reading instruction for ELL supported by Study Sync curriculum and instructed by a reading endorsed teacher and reading instrucional coach who is ESOL certified.
• ELL students will be assessed quarterly using Progress monitoring, Study Sync, and District Assessments. This data will be disaggregated for intensive tiered instructional opportunities.
• Read 180 curriculum will supplement district adopted curriculum.
• Read 180 will provide opportunities for ELL students to practice reading strategies using Informational texts.
Co-Teaching: Supports teacher by:
• Modeling lessons or strategies
• Parallel teaching
• Lead small group instruction

Targeted Strands: Targeted Students 4 Stands in the ELA B.E.S.T. benchmarks content area: 1) Foundations 2) Reading (R) 3) Communication (C) 4) Vocabulary. Our targeted areas are Reading Across Genres & Vocabulary (35-50%), Informational Text, and Prose & Poetry (large percentage of FAST across grade levels 6-8 encompasses Writing component).

Resources/Strategies: Study Sync, ELA Curriculum, small group (4-6), push-ins during general ELA class periods. Pre-teaching content, chunking, cooperative learning, literacy in the content area, increased response rates, fluency drills.

Projected outcomes: Improved scores in target strands and increase in bottom quartile gains.
Schedule: Interventions (small group) will take place 5 days a week 30-45 minutes per day.

**Person Responsible:** Janele Bullard (bullardj@leonschools.net)

**By When:**

**#11. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**

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

This area of focus would create a positive culture and working relationship between teachers and parents.

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

The public understands that SAC and PTO meetings are open to all stakeholders. During those meetings we will share school progress monitoring data and get feedback and suggestions on ways to help improve our school grade.
Ensuring that positive, student-centered communication exists between home and school.

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

This area of focus will be monitored through parent involvement activities such as Open House, Title I parent surveys, School Advisory Council meetings, and the SLT.

**Person responsible for monitoring outcome:**

Benny Bolden (boldenb@leonschools.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.)

PBIS initiative to support our ongoing efforts to increase student engagement and discipline. T-shirt for students that enhances and supports culture and environment.

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

**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.

Faculty and Staff - Creating and Implementing a positive vision and mission statement. Students - Creating and Implementing a positive vision and mission statement. Parents - Supporting the positive vision and mission statement. Community Partners - Supporting the positive vision and mission statement.

**Person Responsible:** [no one identified]

**By When:**

## 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).

n/a

## Title I Requirements

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

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

Present to school based leadership team, submit to faculty and staff, present to parents and other stakeholders and vote on it at the School Advisory Council (SAC).

**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 plans to build positive relationships with parents, families and other community stakeholders using mechanisms such as 21st Century monthly parent involvement workshops, hosting parent/community event concerts, and our annual family Christmas dinner.

**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))**

Students with early warning indicators are required to participate in our 21st Century after school enrichment program. This program to is designed provide extra academic support in the core subject areas. Our school wide PBIS system helps enhance this as well. We reward all of our students for their performance on assessments and benchmark mastery. Students are able to also earn trojan bucks that they can spend on items ranging from snacks to clothing.

**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))**

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: Benchmark-aligned Instruction | $0.00 |
|---|--------|---------------------------------------------------------------------|-------|
| 2 | III.B. | Area of Focus: Instructional Practice: Science | $0.00 |
| 3 | III.B. | Area of Focus: Instructional Practice: ELA | $0.00 |
| 4 | III.B. | Area of Focus: Instructional Practice: ELA | $0.00 |
| 5 | III.B. | Area of Focus: Instructional Practice: Math | $0.00 |
| 6 | III.B. | Area of Focus: Positive Culture and Environment: Social Studies | $0.00 |
| 7 | III.B. | Area of Focus: ESSA Subgroup: Hispanic | $0.00 |
| 8 | III.B. | Area of Focus: ESSA Subgroup: White | $0.00 |
| 9 | III.B. | Area of Focus: ESSA Subgroup: Students with Disabilities | $0.00 |
| 10 | III.B. | Area of Focus: ESSA Subgroup: English Language Learners | $0.00 |
| 11 | III.B. | Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment | $0.00 |
| | | Total: | $0.00 |

**Budget Approval**

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

No