Shelley S. Boone Middle School

2023-24

Schoolwide Improvement Plan (SIP)

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Shelley S. Boone Middle School

225 22ND ST S, Haines City, FL 33844

http://schools.polk-fl.net/boonemiddle

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.

The mission of Shelley S. Boone Middle School is to educate every student with the knowledge and tools necessary to succeed in high school and beyond.

Provide the school's vision statement.

Boone Middle School will create a supportive learning community focused on collegiality, collaboration, and commitment to help prepare all students to reach their highest potential.

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
Livingston, Shawn	Principal	
Adams, Sandra	Assistant Principal	
Gutierrez, Enrique	Assistant Principal	
Scott, Lakisha	Assistant Principal	
Edwards, Shecole	Assistant Principal	
Kinsler, Larry	Reading Coach	

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 will be engaged and communicated with through social media platforms, school and/or district websites,and new district communication apps to provide input in the development of the SIP. Establish opportunities for stakeholders to collaborate with the school leadership team and provide feedback.

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))

Plan is implementation and monitoring will take place at school level, grade level, department level, and classroom level. Monitored by the school leadership team, department chairs, and classroom teachers. Plan implementation will be monitored by the school leadership team to ensure fidelity. Checkpoints will

be created for each grading quarter to identify points of progress (for data collection, determining effectiveness or adjustments of intervention). At these points if necessary, the School Leadership Team along with involvement from stakeholders will meet to make the necessary instructional changes to have an impact on improving student achievement.

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	90%
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)* 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	162	142	131	435
One or more suspensions	0	0	0	0	0	0	229	221	180	630
Course failure in English Language Arts (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	303	275	262	840
Level 1 on statewide Math assessment	0	0	0	0	0	0	263	210	179	652
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	228	190	187	605

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	316	289	237	842

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	1	0	13	14
Students retained two or more times	0	0	0	0	0	0	0	0	1	1

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	112	96	122	330
One or more suspensions	0	0	0	0	0	0	156	221	214	591
Course failure in ELA	0	0	0	0	0	0	0	0	1	1
Course failure in Math	0	0	0	0	0	0	0	0	1	1
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	78	76	84	238

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	236	264	310	810

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	32	32
Students retained two or more times	0	0	0	0	0	0	2	5	4	11

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	112	96	122	330
One or more suspensions	0	0	0	0	0	0	156	221	214	591
Course failure in ELA	0	0	0	0	0	0	0	0	1	1
Course failure in Math	0	0	0	0	0	0	0	0	1	1
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	78	76	84	238

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	236	264	310	810

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	32	32
Students retained two or more times	0	0	0	0	0	0	2	5	4	11

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*	24	36	49	25	40	50	26		
ELA Learning Gains				35			36		
ELA Lowest 25th Percentile				34			39		
Math Achievement*	32	40	56	30	34	36	24		
Math Learning Gains				52			35		
Math Lowest 25th Percentile				59			40		
Science Achievement*	17	34	49	22	40	53	20		
Social Studies Achievement*	49	66	68	52	49	58	45		
Middle School Acceleration	79	70	73	79	46	49	51		
Graduation Rate					36	49			
College and Career Acceleration					66	70			
ELP Progress	34	31	40	42	68	76	30		

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	235
Total Components for the Federal Index	6
Percent Tested	98
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	2
Total Points Earned for the Federal Index	430
Total Components for the Federal Index	10
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	22	Yes	4	3
ELL	34	Yes	4	
AMI				
ASN	85			
BLK	43			
HSP	37	Yes	1	
MUL				
PAC				
WHT	52			
FRL	36	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	30	Yes	3	2
ELL	36	Yes	3	
AMI				
ASN				
BLK	45			
HSP	41			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL	43			
PAC				
WHT	49			
FRL	41			

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	24			32			17	49	79			34
SWD	16			23			10	33			5	30
ELL	14			23			6	31	93		6	34
AMI												
ASN	69			100							2	
BLK	24			28			16	45	100		5	
HSP	22			30			14	46	73		6	35
MUL												
PAC												
WHT	34			50			32	64	79		5	
FRL	22			30			16	44	75		6	29

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	25	35	34	30	52	59	22	52	79			42
SWD	14	33	25	20	51	58	7	30				
ELL	14	27	28	22	46	57	13	39	67			42
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	29	39	39	32	56	52	23	53	79			
HSP	22	32	29	28	50	62	20	49	79			41
MUL	15	50		50	58							
PAC												
WHT	34	42	40	41	55	52	38	63	79			
FRL	23	34	33	28	50	58	22	49	80			36

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	26	36	39	24	35	40	20	45	51			30
SWD	11	30	36	11	29	33	5	26				20
ELL	17	34	41	17	33	45	11	27	55			30
AMI												
ASN												
BLK	23	33	33	18	33	28	15	42				36
HSP	26	37	42	25	36	44	19	43	57			30
MUL	10			20								
PAC												
WHT	28	35	35	27	32	39	31	59	18			
FRL	25	38	38	21	35	43	17	41	49			30

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	22%	36%	-14%	47%	-25%
08	2023 - Spring	24%	39%	-15%	47%	-23%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	19%	35%	-16%	47%	-28%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	21%	38%	-17%	54%	-33%
07	2023 - Spring	27%	35%	-8%	48%	-21%
08	2023 - Spring	41%	42%	-1%	55%	-14%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	17%	33%	-16%	44%	-27%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	90%	37%	53%	50%	40%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	82%	37%	45%	48%	34%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	46%	65%	-19%	66%	-20%

III. Planning for Improvement

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

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

The component(s) that performed the lowest was Science (17%), Civil (47%) and ELA (21%).

Some of the contributing factors would be that this 8th cohort from 6th to 8th had low reading scores.
The 8th students were only 24% proficient in Reading this year.
o High number of ELL students (academic vocabulary).
o Two new teacher - Grade 8 teachers (1 in Science and 1 in Civics).
o These areas targeted in RTD but need to be executed with more fidelity, along with reviewing the focus benchmark for these areas.

The proficiency goal from 22-23 ELA Achievement declined by 9%, Science and Civics declined by 5%.

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

The component(s) that showed the greatest decline from the prior year was ELA, which declined by 9%. The Grade 6 cohort's reading ability were significantly lower than the other cohorts. These were the students limited building of the reading foundation skill in the 3rd grade during the initial COVID-19 interruption of the school campuses, so the students missed a couple foundational skills that were needed.
o 31% of the 6th graders had attendance issue and 61% of them had 2+ indicators.
o 44% of the 6th had 1 or more suspensions

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 component(s) had the greatest gap when compared to the state average would be 6th Grade Math (-33) and ELA (-28).
o These students showed that they had limited foundational skills that were needed for student achievement
o Grade 6 also had the highest number of student with 2+ indicators.

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

The component that showed the most improvement was Acceleration (Algebra 1 and Geometry) per the proficiency goal increased by 7%.
o Incorporating the block scheduling in Algebra, which including a Foundation Course (Remediation or Scaffolded lessons) and RTD lessons in the second half of the block schedule.

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

• Number of Student with Substantial Reading Deficiency (44% of 6th graders, 37% of 7th graders, and 38% of 8th graders)
• Number of Students with 2+ indicators (61% of 6th graders, 57% of 7th graders, and 48% of graders)

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

I. Overall Reading proficiency
II. 6th grade Math proficiency
III. 8th grade Science proficiency
IV. 8th grade Civic proficiency
V. Acceleration due to numbers of students in Algebra doubling and two new teachers that will require significant training

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.

Benchmark-aligned instruction is a critical need as evident in the students' performance on the 2022-2023 FAST ELA Assessments. Less than 25% of the students showed proficiency on PM3 of the FAST ELA and State Science exams. The data also supports the crucial need to focus on the instruction in the classroom, especially with the shift and emphasis on what (benchmark) is be taught, instead of the how. Focusing on what students are learning to ensure that they are receiving the exposure to what they will be assessed on would have an impact on student achievement.

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

Boone Middle school will assure and maintain that students have access to benchmark-aligned instruction in the all classrooms in order to increase student academic achievement by 5% in ELA, Math, Science and Civics.

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

Utilize Instructional coaching and collaboration through PLCs to strengthen the understanding of rigorous grade-level benchmark-aligned instruction and provide appropriate scaffolds to support learning.

Leadership team members will support a specific department and participate in their PLCs. The leadership team will conduct weekly walkthroughs to identify instructional trends to be shared with the Instructional Leadership Team. The leadership team, along with the ILT will begin to identify teachers of mastery and also teachers that may need support through instructional coaching.

Person responsible for monitoring outcome:
Shawn Livingston (shawn.livingston@polk-fl.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.)

Offer professional development opportunities throughout the year on benchmark-aligned instruction & activities, and and planning for instruction using the Learning Arc framework.

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

For effective implementation of benchmark-aligned instruction the teachers will need to shift the focus from how they are teaching to what they are teaching. The Learning Arc allows them to focus on the what in a systematic way.

Continued professional development opportunities will support and assist teachers on planning with a focus on aligning grade level standards. Also, address the inconsistent access to rigorous instruction and regular practice with grade appropriate standards-aligned text and lessons that are contributing to our students not making adequate progress.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

Provide continued professional development opportunities for leadership team and teachers on using the Learning Arc for planning benchmark-aligned instruction and tasks.

Person Responsible: Shawn Livingston (shawn.livingston@polk-fl.net)

By When:

Department chairs, Instructional coaches and administration facilitate teacher collaborative planning using the Learning Arc.

Person Responsible: Shawn Livingston (shawn.livingston@polk-fl.net)

By When:

Administration conducts calibration walkthroughs to ensure that standards-aligned instruction is being implemented and evaluated with fidelity.

Person Responsible: Shawn Livingston (shawn.livingston@polk-fl.net)

By When:

Based on administrative walkthroughs, teacher will be tiered by level of implementation and provided with additional support and training.

Person Responsible: Shawn Livingston (shawn.livingston@polk-fl.net)

By When:

6. Correlate student progress monitoring data and walkthrough data to ensure effectiveness of implementation and provide more support as needed.

Person Responsible: Shawn Livingston (shawn.livingston@polk-fl.net)

By When:

Weekly reflection with Leadership Team to go over walkthrough data to identify trends, needed resources and supports, and professional development to impact teacher development and student learning.

Person Responsible: Shawn Livingston (shawn.livingston@polk-fl.net)

By When:

#2. Instructional Practice specifically relating to Intervention

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.

ELL and SWD were identified s the 2 low-performing subgroup and scored below the 41 percentile in ELA.

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

Boone Middle School will focus and monitor the academic improvement of the ELL and SWD subgroups in ELA.

Both subgroups will increase student achievement on ELA, science and social studies by 5%.

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

Monitored through PLCs analyzing the baseline data, common assessments, and quarterly assessments to determine ,reteach, and/or enrichment activities.

MTSS Quarterly reviews of the two ESSA groups, will be monitored for academic grades, attendance, and behavior.

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.)

Targeted interventions for specific groups of students.
Small group instruction utilizing the ELL paras to give individualized attention

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

School-based and district resource personnel will be used to support students in and outside the classrooms focusing on small groups of students with language and strategy supports which we will be able to close gaps in learning.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

Hire certified ESE and ESOL teacher

Person Responsible: Shawn Livingston (shawn.livingston@polk-fl.net)

By When:

Collaborate with the District ESOL Department

Person Responsible: Shawn Livingston (shawn.livingston@polk-fl.net)

By When:

Collaborate with the Dept of ESE Instruction

Person Responsible: Shawn Livingston (shawn.livingston@polk-fl.net)

By When:

#3. Positive Culture and Environment specifically relating to

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 priority is to strengthen the positive perception and culture of the school by cultivating relationships with all school stakeholders. A collaboration of increased parent involvement and strengthening the PBIS, will promote a learning environment that will begin to close learning gaps and decrease behaviors in classrooms. We will establish a routine to recognize students and staff frequently that promote a positive culture environment. Using school and district's notification, messaging, websites, and social media features to communicating with students and families about important information, events, and celebrations.

Our school addresses a positive school culture by celebrating students' accomplishments and goals, and students are constantly encouraged to do their best. Teachers are encouraged to acknowledge students' positive behaviors and are expected to contact parents for behavior concerns. In addition, teachers and staff are celebrated for their accomplishments and highlighted for their contributions.

The Boone community strives to work collaboratively towards creating a positive school culture in which all stakeholders share a common belief that they are valued, emotionally and physically safe, and successful. We will problem-solve and share ideas that addresses building a collaborative and supportive environment among adults and students.

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

Boone will make strive to acknowledge and/or recognize the efforts, accomplishments, and contributions of stakeholders (students, faculty, staff, community organizations and businesses) frequently with expectation that this will help reduce the number of incidents by 25% from 4100 the previous school year.

Boone will acknowledge/recognize at least 5 stakeholders monthly.

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

Leadership team and support staff will monitor and keep record. Administration will meet monthly to discuss stakeholder identified. Leadership team will meet weekly to discuss the fidelity of the implementation of CHAMPS, PBIS, and parent communication.

Person responsible for monitoring outcome:
Shawn Livingston (shawn.livingston@polk-fl.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.)

CHAMPS will be used to set classroom expectations and as a system of classroom management. PBIS will be used to support and reward positive behaviors. PBIS will also make good attendance an area of focus for both staff and students.

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

Both CHAMPS and PBIS have been highly effective in making positive changes in student behavior. CHAMPS is effective in setting and monitoring student expectations. PBIS is effective in rewarding positive behaviors and monitoring for areas of concern.

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.

Training on CHAMPS and PBIS will be delivered by Behavior Interventionist and Administration.

Person Responsible: Shawn Livingston (shawn.livingston@polk-fl.net)

By When:

Staff will plan for the implementation of CHAMPS and PBIS with Instructional Coaches, Administration and Behavior Interventionist.

Person Responsible: Shawn Livingston (shawn.livingston@polk-fl.net)

By When:

The PBIS committee will create an incentive plan to reward student and staff for good attendance. The PBIS committee will also create a plan to reward students for receiving no referrals for classroom disruption.

Person Responsible: Shawn Livingston (shawn.livingston@polk-fl.net)

By When:

School Administration will monitor implementation of CHAMPS and PBIS through classroom walkthroughs.

Person Responsible: Shawn Livingston (shawn.livingston@polk-fl.net)

By When:

The PBIS committee will create a plan to acknowledge and/or recognize the efforts, accomplishments, and contributions of stakeholders in the Boone Community.

Person Responsible: Shawn Livingston (shawn.livingston@polk-fl.net)

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).

Title I Requirements

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

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

https://boonemiddle.polkschoolsfl.com/

See Positive Culture and Environment Focus

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

https://boonemiddle.polkschoolsfl.com/

See Positive Culture and Environment Focus

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))

https://boonemiddle.polkschoolsfl.com/

See Positive Culture and Environment Focus

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))

https://boonemiddle.polkschoolsfl.com/

See Positive Culture and Environment Focus

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))

See Areas of Focus

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))

See Areas of Focus

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).

See Areas of Focus

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))

See Areas of Focus

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))

NA

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: Intervention	$0.00
3	III.B.	Area of Focus: Positive Culture and Environment:	$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.

Yes