Southern Oaks Middle School

2023-24

Schoolwide Improvement Plan (SIP)

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Southern Oaks Middle School

5500 NE SAINT JAMES DR, Port St Lucie, FL 34983

http://www.stlucie.k12.fl.us/som/

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Mission
The mission of Southern Oaks Middle School is to provide a world class education to a generation of ambassadors and future leaders. This will be accomplished by using strategies that continuously improve student achievement therefore ensuring that the school maintains a focus on the success of each individual child. All staff are committed to fostering positive long lasting academic and mentored relationships with every student assigned to our campus. with the overarching goal of tailoring unique strategies, skills, pathways, and experiences to ensure that after attending, all students are Future ready.

Provide the school's vision statement.

Vision
Our vision includes our core responsibilities of creating of challenging, engaging, and satisfying work for each student, every day. To achieve our goal of helping students become Future Ready, we will utilize our 7 pillars of success.

Southern Oaks Middle School's 7 Pillars of Success:

Pilar I Relationships
Relationships are a core value of our school. We demonstrate this value by:
* Making sure everyone feels welcomed and supported.
* Organizing ourselves into smaller teams to support students.
* Ensuring that every student feels recognized and connected. Personalization is key!
* Using collaborative instructional practices to develop strong, unified curriculum and instruction.
* Creating deliberate time for staff to collaborate, problem-solve and interact.
* Striving together to design high quality and academically rigorous work for students.
* Collaborating to consistently support student behavior.

Pilar II World Class Education
A world class education requires equitable access to current resources and technology to provide high quality instruction to students. Technology instruction should go beyond engagement and entertainment, and be carefully utilized to enhance learning in science, technology, engineering, the arts and mathematics.

Pilar III High Expectations
* SOMS is a school with high expectations for motivating, engaging and preparing students to meet high standards.
* There is fidelity to teaching to the standards, with clear expectations for all shareholders.
* Parents and teachers work together to hold their students accountable and "raise the bar" for all students.

Pilar IV Collaborative Culture
Collaborative teaming and planning leads to mutual respect, good communication, and strong relationships. Stakeholders need to feel connected. Collaboration leads to a sense of contentedness, strong instruction, consistent curriculum, and efficient problem-solving skills.

Pilar V Task Related Feedback
We give frequent task and goal-related feedback and teach students how to take ownership of their

learning. Frequent celebrations of success help students see the end results of their hard work and decisions.

Pilar VI Progressive and Restorative Discipline
Realizing the needs of the student, clear consistent boundaries must be established. Consistent and progressive discipline is key. This model must include restorative supports while still expecting the best behavior of students. These parameters, when implemented together create successful and winning cultures.

Pilar VII Community of Leaders
We are creating future leaders. It takes a village to raise our students to strive for the best, think critically and practice ethical decision-making. Teachers and staff model behavior and monitor students as a team.

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
Sanabria, Henry	Principal	

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

School leadership (Faculty Council) and the School Advisory Council (SAC) will have the opportunity to provide input during the development and revisions of the SIP.

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))

Implementation and execution will be a main focus by the school's Faculty Council, which consists of all school leaders, to include staffulty members elected to the council. This will be accomplished on a monthly basis, whereby data will be shared with all council members and decisions made based on the data. The same information will also be shared with the School Advisory Council during respective monthly meetings so that all stakeholders have an opportunity to see the data and provide input. The SIP will be a living document, which will be updated as needed based on the input/decision of all stakeholders.

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	70%
2022-23 Economically Disadvantaged (FRL) Rate	80%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
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: B 2018-19: B 2017-18: B
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	0	0	0	
One or more suspensions	0	0	0	0	0	0	39	41	58	138
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	33	21	31	85
Course failure in Math	0	0	0	0	0	0	27	8	25	60
Level 1 on statewide ELA assessment	0	0	0	0	0	0	52	102	99	253
Level 1 on statewide Math assessment	0	0	0	0	0	0	61	105	128	294
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

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

Using the table above, complete the table below with the number of students identified retained:

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

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	113	98	127	338
One or more suspensions	0	0	0	0	0	0	102	83	101	286
Course failure in ELA	0	0	0	0	0	0	13	6	1	20
Course failure in Math	0	0	0	0	0	0	32	2	0	34
Level 1 on statewide ELA assessment	0	0	0	0	0	0	75	116	97	288
Level 1 on statewide Math assessment	0	0	0	0	0	0	92	106	114	312
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	55	51	186	292

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	123	133	177	433

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	2	1	0	3

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	113	98	127	338
One or more suspensions	0	0	0	0	0	0	102	83	101	286
Course failure in ELA	0	0	0	0	0	0	13	6	1	20
Course failure in Math	0	0	0	0	0	0	32	2	0	34
Level 1 on statewide ELA assessment	0	0	0	0	0	0	75	116	97	288
Level 1 on statewide Math assessment	0	0	0	0	0	0	92	106	114	312
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	55	51	186	292

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	123	133	177	433

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	2	1	0	3

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*	37	36	49	40	39	50	44		
ELA Learning Gains				41			45		
ELA Lowest 25th Percentile				37			28		
Math Achievement*	38	37	56	42	37	36	40		
Math Learning Gains				46			39		
Math Lowest 25th Percentile				38			32		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	36	32	49	44	39	53	30		
Social Studies Achievement*	49	50	68	56	52	58	53		
Middle School Acceleration	85	74	73	84	48	49	70		
Graduation Rate					39	49			
College and Career Acceleration					53	70			
ELP Progress	17	23	40	48	79	76	44		

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	44
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	262
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	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	476
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	14	Yes	4	2
ELL	22	Yes	1	1
AMI				
ASN				
BLK	39	Yes	1	
HSP	43			
MUL	39	Yes	1	
PAC				
WHT	55			
FRL	43			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	**Federal Percent of Points Index**	**Subgroup Below 41%**	**Number of Consecutive years the Subgroup is Below 41%**	**Number of Consecutive Years the Subgroup is Below 32%**
SWD	25	Yes	3	1
ELL	41			
AMI				
ASN				
BLK	41			
HSP	47			
MUL	46			
PAC				
WHT	51			
FRL	46			

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	37			38			36	49	85			17
SWD	13			19			10	18			5	11
ELL	25			23			15	31			5	17
AMI												
ASN												
BLK	31			29			23	52	82		6	15
HSP	36			38			41	39	90		6	16
MUL	31			44			22	57			4	
PAC												
WHT	46			44			46	53	84		5	
FRL	36			36			35	48	86		6	17

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	40	41	37	42	46	38	44	56	84			48
SWD	13	32	32	16	31	25	13	38				
ELL	25	37	34	28	41	40	23	52	82			48
AMI												
ASN												
BLK	30	35	35	30	40	39	36	38	95			31
HSP	44	44	33	41	46	34	41	60	77			53
MUL	36	42	45	38	46	60	42	58				
PAC												
WHT	45	41	37	51	50	37	51	64	86			
FRL	37	40	38	39	44	37	36	56	81			50

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	44	45	28	40	39	32	30	53	70			44
SWD	13	25	26	18	30	26	17	29				
ELL	28	43	32	28	35	25	14	39				44

					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
AMI												
ASN												
BLK	38	42	24	29	38	42	25	36	70			
HSP	48	52	30	41	39	33	33	53	67			44
MUL	40	38		40	45	42	45	67	90			
PAC												
WHT	45	42	27	44	38	21	30	58	70			
FRL	41	42	26	37	38	31	26	49	73			50

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	35%	43%	-8%	47%	-12%
08	2023 - Spring	30%	43%	-13%	47%	-17%
06	2023 - Spring	34%	42%	-8%	47%	-13%

			MATH			
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	35%	48%	-13%	54%	-19%
07	2023 - Spring	22%	38%	-16%	48%	-26%
08	2023 - Spring	35%	43%	-8%	55%	-20%

			SCIENCE			
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	33%	41%	-8%	44%	-11%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	86%	34%	52%	50%	36%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	39%	61%	48%	52%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	49%	61%	-12%	66%	-17%

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.

Science component should the lowest performance, as there was a 9-point drop from the previous year, compared to a 7-point drop in both ELA and Social Studies respectively. A combination of learning loss due to the pandemic and the lack of permanent personnel in key areas (ELA and Math) were main contributors to last year's poor performance. Attendance was also a key factor. Daily attendance plays an integral part in ensuring students are receiving instruction, to include ensuring there is a qualified teacher in front of students to deliver the instruction.

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

Science component showed the lowest decline. Again, a combination of learning loss due to the pandemic and the lack of permanent personnel in key areas, specifically in ELA/Reading were main contributors to the decline.

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.

TBA upon the release of state scores.

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

TBA upon the release of state scores.

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

Based on the EWS data, SOMS has two potential areas of concern. State assessment Level 1 (Math-294), (ELA -253). In addition, students with one or more suspensions (138).

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

1. Increase Proficiency in both ELA and Math
2. Increase Learning Gains in both ELA and Math
3. Increase Learning Gains in both ELA and Math for the L25.

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 Collaborative Planning

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.

With the adoption of the B.E.S.T. standards and new curriculum in Math and ELA, it is critical for us to provide on-going professional learning, support and planning time for our teachers, which includes coaching, mentoring, modeling and sharing best practices.

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

Through the support of our teachers and our new curriculum for Math and ELA, we aim to improve our Math and ELA proficiency and learning gains from:
ELA - 40% to 50% by the end of the 2023-2024 school year.
Math - 42% to 50% by the end of the 2023-2024 school year.

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

This area of focus will be monitored using Unit Assessment data, iXL, SuccessMaker, MyPath, and F.A.S.T Progress Monitoring,

Person responsible for monitoring outcome:

Henry Sanabria (henry.sanabria@stlucieschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Use of FEV weekly. Use of differentiated small group instruction with interventionist (Math/ELA). Utilize school-based coaching support in collaborative planning and classroom implementation of curriculum. Focus on strong collaborative learning and planning creating standard-based lessons and bi-weekly review of data.

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

FEV Tutor is an on-line tutoring program used to target areas of concerns. During scheduled tutoring sessions, students work through a data-driven Individualized Learning Plan with a designated tutor assigned to address each student's specific needs. SuccessMaker , MyPath and IXL is our peer-reviewed adopted text materials for secondary ELA/Math instruction in its 1st year implementation. Coaching support for collaborative planning and classroom feedback is part of our district plan.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

No action steps were entered for this area of focus

#2. 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.

Instructional Practice relating to ELA /Math for SWD.

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

The percentage of students with disabilities demonstrating learning gains in Math will increase by 25%, based on FAST Progress Monitoring data. The percentage of students with disabilities demonstrating learning gains in ELA will increase by 25%, based on FAST Progress Monitoring data.

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

B.E.S.T. standards will be monitored through data from FAST progress monitoring and unit assessments. Areas of need will be retaught to improve proficiency within the standards of concern. Student progress will be monitored based on Progress Monitoring Data and Unit Assessment growth with assessments of similar standard types.

Person responsible for monitoring outcome:

Henry Sanabria (henry.sanabria@stlucieschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Both Classroom and Support Teachers will provide standards-based differentiated instruction to meet the needs of students with disabilities. This strategy can be used in both whole group and small group instruction to support learning.

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

Differentiated instruction allows teachers to meet the needs of all students and especially SWDs to improve learning outcomes. Targeted small group instruction is a strategy that benefits all students and will assist in improving Math fluency through meeting the diverse needs of students.

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

#3. Positive Culture and Environment specifically relating to Other

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

Our goal at Southern Oaks Middle School is to reduce the number of Level 1 - Level 4 offenses as a result of our single school culture, teacher/student efficacy, and overall climate.

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

TBA based on the 2023-2024 Fall/Spring teacher/student climate surveys.

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

TBA based on the 2023-2024 Fall/Spring teacher/student climate surveys.

Person responsible for monitoring outcome:

Henry Sanabria (henry.sanabria@stlucieschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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.

No action steps were entered for this area of focus

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.

Methods for dissemination of the SIP include but are not limited to the following: State and School website(s) respectively; during monthly leadership and SAC meetings; during Title I and family engagement meetings. All stakeholders will be notified, either by letter or school communications (Skyward, School Messenger; monthly meetings) of all updates to the SIP throughout the school year.

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))

This will be done through our newly established PTO, along with our SAC. Information related to the Family Engagement Plan will be provided on the school's website (https://schools.stlucie.k12.fl.us/som/) and pertinent information will be shared on our school's Facebook page. In addition to Parent Information Nights, Student Led Conferences, and PBIS Family/Community events.

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)

ELA and Math have been blocked (split block) in both 6th and 8th grade(s) respectively, along with Civics in 7th grade in order to provide additional instructional time in key components.

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

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))

Project Success intervention designed to prevent and reduce substance abuse among high-risk adolescents.
Community based mentoring program provided by FCA.

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))

Discovery Day, hosted by IRSC, is a day for 8th grade students to explore the programs offered at their local high schools, as well as programs offered at Indian River State College. IRSC will showcase their current trade programs such as: culinary, welding, automotive, cosmetology, medical, air-conditioning and more.

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).

iSucceed provides early identification of students in need of academic and behavior support.
PBIS is a school-wide program designed to collect and analyze real-time data to further positive behavior support and interventions and social and emotional learning.

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))

Most professional learning opportunities are provided by the District. In addition, Southern Oaks Middle School will provide targeted professional learning opportunities based on collective needs of Staffulty to recruit and retain teachers.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A