

Martin County School District

Indiantown Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Indiantown Middle School

16303 SW FARM RD, Indiantown, FL 34956

martinschools.org/o/ims

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.

We are committed to empowering, inspiring, and educating all learners.

Provide the school's vision statement.

School personnel, parents, students, and community members working in collaboration to ensure success for all learners.

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
Raimann, Jeff	Principal	<p>SUPERVISES</p> <p>Instructional, Support, Administrative and Service Personnel at the assigned school</p>
		<p>ESSENTIAL DUTIES</p> <ul style="list-style-type: none"> • Support and actualize the district/School mission and vision • Communicate effectively and appropriately within the school and community • Promote public relations and facilitates positive communications between the school and community • Observe and evaluate the performance of employees in accordance with collective bargaining agreements • Interview and recommend applicants for employment according to federal, state and county policies and procedures • Demonstrate appropriate knowledge of curriculum, and evaluates the instructional program and serve as the instructional leader • Establish a positive school climate that includes high expectations, clearly defined goals and objectives <p>BOARD APPROVED: 9/21/2021</p> <ul style="list-style-type: none"> • Organize and supervise programs, tasks, and materials to enhance student learning and teacher effectiveness • Implement and lead staff development for professional learning • Oversee all curricular and extracurricular activities of the students and school • Administer and improve the total school program in compliance with all procedures, standards, and regulations; allocates resources, supervises personnel, and coordinates schedules • Implement and oversee procedures for student behavior and assure the safety and welfare of students and staff • Supervise the maintenance and operation of all school facilities and grounds • Organize and manage meetings, conflicts, reports, and paperwork • Develop a school budget, according to established school board, county, and state regulations and guidelines • Determine the validity and appropriateness of purchases; demonstrate consistently appropriate fiscal management of funds for which he/she is responsible in compliance with all applicable rules and regulations • Delegate and maintain responsibility of tasks as appropriate

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Build capacity of leaders • Member of Disaster Recovery Team (shelter site) • Principals are designated as essential employees under the Martin Activation Program or (MAP) and maybe be required to perform as Shelter Managers during times of an emergency activation at a school site • Perform other duties as assigned <p>Professionalism:</p> <ul style="list-style-type: none"> • Demonstrates prompt and regular attendance • Maintains confidentiality in all district matters • Models ethical behavior and displays leadership qualities • Effectively communicates a team attitude
Norman, Melora	Assistant Principal	<p>SUPERVISES Instructional, Support and Service Personnel as assigned by the Principal</p> <p>ESSENTIAL DUTIES</p> <ul style="list-style-type: none"> • Assume responsibility of the school site in the absence of the principal • Support and actualize the District/School mission and vision • Implement and oversee procedures for student behavior and assure the safety and welfare of students and staff • Communicate effectively and appropriately with all stakeholders • Promote public relations and facilitates positive communications between the school and community • Observe and evaluate the performance of employees in accordance with collective bargaining agreements • Interview applicants for employment according to federal, state and county policies and procedures • Demonstrate appropriate knowledge of curriculum, and supports in the evaluation of the instructional program and serve as an instructional leader • Support a positive school climate that includes high expectations, , clearly defined goals and objectives • Lead and support staff development for professional learning <p>BOARD APPROVED: 7/20/2021</p> <ul style="list-style-type: none"> • Assist in building capacity of leaders • Delegate and maintain responsibility of tasks as appropriate • Serve as a member of Disaster Recovery Team (shelter site) • Assistant Principals are designated as essential employees under the Martin Activation Program or (MAP) and maybe be required to perform as Shelter Managers during times of an emergency activation at a school site

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Perform other duties as assigned Professionalism: <ul style="list-style-type: none"> • Demonstrates prompt and regular attendance • Maintains confidentiality in all district matters • Models ethical behavior and displays leadership qualities • Effectively communicates a team attitude

SUPERVISES

Instructional, Support and Service Personnel as assigned by the Principal
ESSENTIAL DUTIES

Scott, Jacqueline	Assistant Principal	<ul style="list-style-type: none"> • Assume responsibility of the school site in the absence of the principal • Support and actualize the District/School mission and vision • Implement and oversee procedures for student behavior and assure the safety and welfare of students and staff • Communicate effectively and appropriately with all stakeholders • Promote public relations and facilitates positive communications between the school and community • Observe and evaluate the performance of employees in accordance with collective bargaining agreements • Interview applicants for employment according to federal, state and county policies and procedures • Demonstrate appropriate knowledge of curriculum, and supports in the evaluation of the instructional program and serve as an instructional leader • Support a positive school climate that includes high expectations, , clearly defined goals and objectives • Lead and support staff development for professional learning
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BOARD APPROVED: 7/20/2021

- Assist in building capacity of leaders
 - Delegate and maintain responsibility of tasks as appropriate
 - Serve as a member of Disaster Recovery Team (shelter site)
 - Assistant Principals are designated as essential employees under the Martin Activation Program or (MAP) and maybe be required to perform as Shelter Managers during times of an emergency activation at a school site
 - Perform other duties as assigned
- Professionalism:
- Demonstrates prompt and regular attendance
 - Maintains confidentiality in all district matters
 - Models ethical behavior and displays leadership qualities
 - Effectively communicates a team attitude

Name	Position Title	Job Duties and Responsibilities
Mesorana, Matt	Teacher, K-12	
Macedo, Consuelo	Teacher, K-12	
McKnight, Annita	Teacher, K-12	

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.

Two major data sources drove the creation of our initial SIP (as this will be an ongoing plan throughout the year), those being FAST SY23 results and the 5 Essentials Survey. When the planning began (in July), the Administrative team began collaborating and strategizing towards identifying areas of focus and measurable outcomes, based upon various data points. When our teachers returned in early August, we gained additional insight and input from our Guiding Coalition members, helping further our planning. In addition, we have partnered with Instructional Empowerment, to which their Coaches and Consultant have provided valuable/strategic input towards developing our Professional Learning Plan for SY24. The SIP Draft will be shared with our SAC prior to final submission, which will allow for parent and community input. Throughout the year, as this is an ongoing process, we are also committed towards gaining and acting upon student feedback to help guide our success plan.

SIP Monitoring

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

The SIP will be monitored biweekly through an "Action Board" process. All of the Action Steps listed under the Areas of Focus will be discussed in relation to progress and/or barriers in meeting the desired goal. As a result of continuous progress monitoring and data analysis with content area teachers (Rigor Walk Data, Unit Assessments and PM data), the actions steps will be modified as needed. The progress of the SIP will be shared monthly with our Guiding Coalition Leaders for information dissemination.

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	97%

2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
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) 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: 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	35	49	56	47	187	
One or more suspensions	0	0	0	0	0	23	36	31	17	107	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	42	25	9	76	
Course failure in Math	0	0	0	0	0	0	11	57	29	97	
Level 1 on statewide ELA assessment	0	0	0	0	0	68	95	72	58	293	
Level 1 on statewide Math assessment	0	0	0	0	0	65	103	56	40	264	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	82	92	71	57	302	

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	39	74	73	42	228

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	2	1	4
Students retained two or more times	0	0	0	0	0	0	7	12	2	21

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	42	42	45	47	176	
One or more suspensions	0	0	0	0	0	29	29	25	23	106	
Course failure in ELA	0	0	0	0	0	0	18	14	28	60	
Course failure in Math	0	0	0	0	0	0	10	23	33	66	
Level 1 on statewide ELA assessment	0	0	0	0	0	98	69	62	63	292	
Level 1 on statewide Math assessment	0	0	0	0	0	105	56	42	30	233	
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	93	70	62	54	279	

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	8	9
Students retained two or more times	0	0	0	0	0	9	14	4	9	36

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	42	42	45	47	176	
One or more suspensions	0	0	0	0	0	29	29	25	23	106	
Course failure in ELA	0	0	0	0	0	0	18	14	28	60	
Course failure in Math	0	0	0	0	0	0	10	23	33	66	
Level 1 on statewide ELA assessment	0	0	0	0	0	98	69	62	63	292	
Level 1 on statewide Math assessment	0	0	0	0	0	105	56	42	30	233	
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	93	70	62	54	279

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	8	9
Students retained two or more times	0	0	0	0	0	9	14	4	9	36

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*	30	51	49	29	53	50	31		
ELA Learning Gains				41			39		
ELA Lowest 25th Percentile				35			28		
Math Achievement*	44	57	56	41	32	36	45		
Math Learning Gains				56			38		
Math Lowest 25th Percentile				54			38		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	28	54	49	19	61	53	23		
Social Studies Achievement*	63	82	68	65	59	58	52		
Middle School Acceleration	93	75	73	82	48	49	54		
Graduation Rate					57	49			
College and Career Acceleration					85	70			
ELP Progress	29	47	40	34	65	76	51		

* 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	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	287
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	46
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	456
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	2
ELL	36	Yes	2	
AMI				
ASN				
BLK	34	Yes	1	
HSP	47			
MUL				
PAC				
WHT	51			
FRL	48			

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	31	Yes	3	1
ELL	36	Yes	1	
AMI				
ASN				
BLK	51			
HSP	45			
MUL				
PAC				
WHT	45			
FRL	48			

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	30			44			28	63	93			29
SWD	11			33			8	30			5	27
ELL	18			35			11	40	84		6	29
AMI												
ASN												
BLK	30			32			40				3	
HSP	29			44			26	61	92		6	28
MUL												
PAC												
WHT	41			61							2	
FRL	31			43			25	66	92		6	30

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	35	41	56	54	19	65	82			34
SWD	8	34	23	26	60	65	8	25				32
ELL	17	35	33	28	49	52	11	40	61			34
AMI												
ASN												
BLK	37	56	57	46	64	47	16	82				
HSP	28	40	33	40	55	54	19	63	81			34
MUL												
PAC												
WHT	44	43		52	62		23					
FRL	31	44	40	43	57	59	18	69	80			34

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	31	39	28	45	38	38	23	52	54			51
SWD	9	24	22	26	33	26	8	26				42
ELL	24	37	28	38	35	36	16	36	43			51

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	35	43	36	47	42	47	14	50	80			
HSP	29	38	28	44	38	37	22	50	46			50
MUL												
PAC												
WHT	48	36		69	39		50					
FRL	32	39	28	46	37	37	24	54	51			55

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
05	2023 - Spring	25%	53%	-28%	54%	-29%
07	2023 - Spring	28%	47%	-19%	47%	-19%
08	2023 - Spring	38%	48%	-10%	47%	-9%
06	2023 - Spring	23%	43%	-20%	47%	-24%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	39%	53%	-14%	54%	-15%
07	2023 - Spring	43%	58%	-15%	48%	-5%
08	2023 - Spring	52%	44%	8%	55%	-3%
05	2023 - Spring	25%	56%	-31%	55%	-30%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	43%	51%	-8%	44%	-1%
05	2023 - Spring	12%	50%	-38%	51%	-39%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	98%	55%	43%	50%	48%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	51%	*	48%	*

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	63%	76%	-13%	66%	-3%

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 Lowest Quartile subgroup showed the lowest performance reflecting overall ELA proficiency of 4%.

In addition, ELA Achievement had the lowest proficiency compared to other categories resulting in an overall proficiency of 28%.

In the area of ELA, there has been a downward trend in proficiency reflected over a three year period (SY21-31%, SY22-29%, SY23-28%).

Observation related to ELA Proficiency: Grade level cohorts remained relatively stagnant in proficiency from SY22-SY23.

Current Grade 6 Cohort

ELA Achievement (25%): +1%

Current Grade 7 Cohort

ELA Achievement(23%): +1%

Current Grade 8 Cohort

ELA Achievement (28%): +2%

Contributing factors may include the following:

Students enter Middle School below proficiency (reading below grade level).

Specific reading and skill gaps not identified

Lack of small group instruction and/or individual conferring that addresses specific skill gaps

Tier 1 & 2 support classes under leveraged

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

Our subgroup of Black students showed the greatest decline in both areas of ELA and Math compared to the 2022 school year. (ELA: SY22 - 37%; SY23 - 28% AND Math: SY22 - 46%; SY23 - 21%)

Contributing factors may include:

46% of our black students received referrals

26% received an Out of School suspension

38% missed 10 or more school days

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.

Overall ELA Achievement showed the greatest gap when compared to the State average with a difference of 18 percentage points.

Our students enter Middle school below proficiency and are struggling readers. Students must be given the opportunity to practice building stamina, fluency, and automaticity, as well as strengthen metacognitive skills when reading complex texts. In addition, students must be provided the individualized instruction needed to target skill deficits.

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

Algebra showed the most improvement reflecting an increase in proficiency by 11 percentage points (SY22-88%; SY23-99%). Our students performed 44 percentage points above the district and 49 percentage points above the state.

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

Attendance and Discipline referrals

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

ELA Achievement

ELL Achievement

ESE Achievement

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

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

There needs to be a focus on instructional practices with the intent of increasing ELA proficiency. In the area of overall ELA achievement, there has been a downward trend in proficiency reflected over a three year period (SY21-31%, SY22-29%, SY23-28%).

Measurable Outcome:

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

In grades 6-8, ELA achievement will increase in overall proficiency from 28% to 33% on the SY24 Spring Florida Assessment for Student Thinking (FAST).

Monitoring:

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

Through Professional Learning Communities and Instructional Focus Leadership meetings, progress monitoring data (FAST), Unit Assessments (SAVVAS) and class formative assessments will be continuously analyzed to monitor for students progress.

The leadership team will conduct daily classroom walks collecting data related to Schoolwide goals and indicators of highly effective instruction while providing actionable feedback to teachers related to teaching and learning.

Person responsible for monitoring outcome:

Jeff Raimann (raimanj@martinschools.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.)

Foster a school wide culture built around high levels of teacher learning and instruction through collaboration (Collaborative Learning Teams) to attain high levels of learning for all students. CLT focused on the Continuous Improvement Model, in addition to ensuring lessons and activities are aligned to the BEST standards.

Professional development opportunities with a focus on the implementation and monitoring of Tier 1 instructional practices; data focused instruction and feedback.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Hattie's Visible Learning shows that teacher efficacy and effective feedback has a high effect size. In addition, trends in overall student performance data on the ELA standardized assessments indicate there is a need for improvement in Tier 1 practices, as well as improvement within the Tier 2 support classes. This support includes monitoring student progress toward meeting standards, and planning around student needs when proficiency isn't met.

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.

All administrators will commit to a full day of classroom walks 1-2 days per week (Breakthrough Coach) and support teachers in highly impactful teaching practices within their Tier 1 Core Instruction by providing coaching, targeted and ongoing actionable feedback.

Person Responsible: Jeff Raimann (raimanj@martinschools.org)

By When: August 28, 2023 and Ongoing

Professional Learning will be provided by Instructional Empowerment(Accelerating Learning and Addressing the Achievement Gap): Teachers will be provided support and coaching on ways to foster student agency while engaging students in collaborative rigorous learning.

Person Responsible: Jeff Raimann (raimanj@martinschools.org)

By When: August 3, 2023 and Ongoing

Through our AVID schoolwide approach, Critical Thinking and Creative writing will strengthen reading skills by engaging students with AVID strategies and resources (e.g. AVID weekly) incorporating high interest texts allowing them to think critically and connect prior knowledge to their current learning. The lessons within the resource is aligned with AVIDS critical reading process and incorporate tools, strategies, and scaffolds to ensure that students can read, comprehend, and connect the content to their learning through the use of WICOR Instructional methodologies.

Person Responsible: Melora Norman (normanm@martin.k12.fl.us)

By When: September 5, 2023 and Ongoing

Academic support classes serving Tier 2 students (e.g. Critical Thinking and the Creative Writing) will collaborate with core content teachers within Collaborative Learning Teams to identify individual student skill gaps and implement remediation/enrichment lessons through a differentiated approach to instruction (e.g. small group instruction).

Person Responsible: Melora Norman (normanm@martin.k12.fl.us)

By When: September 6, 2023 and Ongoing

Using Title 1 money, we will hire an additional coach (Instructional) to support/train teachers on highly impactful teaching and learning strategies, as well as determining individual student needs to assist with providing intensive supports through small group instruction.

Person Responsible: Jeff Raimann (raimanj@martinschools.org)

By When: August 1, 2023

Through our AVID schoolwide approach, every student will monitor their individual academic progress by monitoring grades via FOCUS, and collaboratively work with their teacher to write personal goals, identify action steps to accomplish goals, and regularly reflect on progress. We will run a special schedule biweekly where students will have an "advisory" period to engage in this work.

Person Responsible: Jeff Raimann (raimanj@martinschools.org)

By When: September 11, 2023 and Ongoing

Leadership team to conduct biweekly Instructional Focus Meetings to review progress towards the ELA SIP goal (Action Board; Data review). Based on the review, communicate to staff and Literacy Leadership team on the progress, as well as develop "mini" goals or actions steps in order to reach the success criteria of the SIP goal.

Person Responsible: Jeff Raimann (raimanj@martinschools.org)

By When: September 11, 2023 and Ongoing

Literacy Leadership Team to analyze ELA relevant data and student progress, as well as determine and monitor professional learning of school-wide literacy initiatives.

Person Responsible: Melora Norman (normanm@martin.k12.fl.us)

By When: September 18, 2023 and Ongoing

To ensure students are successful on the EOY State Write Assessment, two Progress Monitoring assessments will be administered to students in order to determine student needs and provide teachers with the support, coaching, and resources needed. Both Intervention teachers will be instrumental in facilitating this work.

Person Responsible: Melora Norman (normanm@martin.k12.fl.us)

By When: October 9, 2023 January 10, 2023

#2. 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.

There needs to be a focus on the ESSA subgroup specifically related to English Language Learners across all content areas with the intent of increasing the number of students meeting proficiency. In the area of overall ELA and Math achievement, proficiency dropped from SY21-SY22, then remained stagnant from SY22-SY23 (SY21-24%, SY22-17%, SY23-17%), as well as proficiency showing a gap of +20 points than that of the overall school proficiency.

In addition, the ELL subgroup fell below the Federal Index of 41%.

Measurable Outcome:

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

The percentage of ELL students in grades 6-8 ELL scoring levels 3 will increase by 5 percentage points in all content areas (ELA, Math, Science, SS) on the 2023-24 Florida Statewide assessments.

Monitoring:

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

Through Professional Learning Communities and Instructional Focus Leadership meetings, various progress monitoring data (e.g. FAST, small group, intervention), Unit Assessments (SAVVAS), class formative assessments will be continuously analyzed to monitor for students progress.

In addition, the leadership team will conduct daily classroom walks collecting data related to Schoolwide goals and indicators of highly effective instruction while providing actionable feedback to teachers related to teaching and learning, as well evidence of differentiated instruction (e.g. small group) and scaffolding.

Person responsible for monitoring outcome:

Melora Norman (normanm@martin.k12.fl.us)

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.)

Foster a school wide culture built around high levels of teacher learning and instruction through collaboration (Collaborative Learning Teams) to attain high levels of learning for all students. CLT's will follow a continuous Improvement Model.

Professional development opportunities with a focus on the implementation and monitoring of Tier 1 and Tier 2 instructional practices; data focused instruction and feedback.

Professional development will be provided to support teachers on how to embed language acquisition strategies in instructional practices.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Hattie's Visible Learning shows that teacher efficacy and effective feedback has a high effect size.

In addition, ELL students must learn language acquisition and new content simultaneously, therefore teachers require support and Professional Development in planning for the needs of ELL students who are at various stages within their language acquisition (e.g planning includes how to provide background knowledge, considering content and language objectives, scaffolding and differentiation, etc).

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.

Utilize the Instructional Coaches, District ELL Specialist and ELL Advocate to assist in monitoring the progress of our students, while supporting our teachers by sharing language acquisition strategies and scaffolding techniques based on the WIDA "Can Do Descriptors".

Person Responsible: Melora Norman (normanm@martin.k12.fl.us)

By When: August 28, 2023 and Ongoing

Within the Core instruction, teachers will engage in a pedagogical model that allows for student voice and student ownership by providing them with the opportunity to collaborate and learn from each other (Student Teaming via Instructional Empowerment). By engaging in a collaborative learning approach, ELL's will strengthen their development within the various language modalities (listening, speaking, reading, and writing).

Person Responsible: Jeff Raimann (raimanj@martinschools.org)

By When: August 14, 2023 and Ongoing

Weekly Learning Walks: Teacher-led learning walks across content areas to observe instructional practices and evidence of scaffolding, differentiation, rigor, engagement, collaborative learning, etc. Examples include, but not limited to:

1. The use of visuals/images and non-linguistic representations.
2. Provide sentence stems or frames.
3. The frontloading of vocabulary and the use of word walls and charts.
4. The use of Total Physical Response (TPR) or gestures.
5. Highlighted texts/study guides, graphic organizers/guided outlines.

Person Responsible: Melora Norman (normanm@martin.k12.fl.us)

By When: September 18, 2023 and Ongoing

Leadership team to conduct biweekly Instructional Focus Meetings to review progress towards the ELL subgroup SIP goal (Action Board; Data review). Based on the review, communicate to staff and Literacy Leadership team on the progress, as well as develop "mini" goals or actions steps in order to reach the success criteria of the SIP goal.

Person Responsible: Jeff Raimann (raimanj@martinschools.org)

By When: September 11, 2023 and Ongoing

"All Hands on Deck" approach: Support Teachers (e.g. Media Specialist, Behavior Intervention teacher, Intervention Teachers, ESE Staffing specialist, school counselor, etc) and teachers with a planning 1st period will meet with students to monitor their individual academic progress by reviewing grades via FOCUS, and collaboratively work with students to write personal goals, identify action steps to accomplish goals, and regularly reflect on progress. We will run a special schedule biweekly where students will have an "advisory" period to engage in this work.

Person Responsible: Jeff Raimann (raimanj@martinschools.org)

By When: September 11, 2023 and Ongoing

#3. 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.

There needs to be a focus on the ESSA subgroup specifically related to our Students with Disabilities across all content areas with the intent of increasing the number of students meeting proficiency. In the area of overall ELA and Math achievement, proficiency showed a slight drop from SY21-SY22, then remained relatively stagnant from SY22-SY23 (SY21-9%, SY22-7%, SY23-8%), while proficiency showed a gap of 20 points in ELA and 14 points in Math compared the overall school proficiency. In addition, the SWD subgroup fell below the Federal Index of 41%.

Measurable Outcome:

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

The percentage of SWD's in grades 6-8 scoring levels 3 will increase by 5 percentage points in all content areas (ELA, Math, Science, SS) on the 2023-24 Florida Statewide assessments.

Monitoring:

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

Through Professional Learning Communities and Instructional Focus Leadership meetings, various progress monitoring data (e.g. FAST, small group, intervention), Unit Assessments (SAVVAS), class formative assessments will be continuously analyzed to monitor for students progress.

In addition, the leadership team will conduct daily classroom walks collecting data related to Schoolwide goals and indicators of highly effective instruction while providing actionable feedback to teachers related to teaching and learning, as well evidence of differentiated instruction (e.g. small group) and scaffolding.

Person responsible for monitoring outcome:

Melora Norman (normanm@martin.k12.fl.us)

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.)

Foster a school wide culture built around high levels of teacher learning and instruction through collaboration (Collaborative Learning Teams) with the ESE teachers to attain high levels of learning for all students. CLT's will follow a continuous Improvement Model.

Inclusive and collaborative teaching methods using Universal Design for Learning and Differentiated Instructional approaches.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

While UDL does not directly target students who have learning disabilities, these students may find more opportunities for engagement in classrooms guided by UDL principles, and educators may find that it helps them reach those students who have otherwise fallen behind or exhibited signs of struggle. By design, UDL can be applied across all learning levels and across all subject areas.

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.

Within the Core instruction, teachers will engage in a pedagogical model that allows for student voice and student ownership by providing them with the opportunity to collaborate and learn from each other (Student Teaming via Instructional Empowerment).

Person Responsible: Jeff Raimann (raimanj@martinschools.org)

By When: August 14, 2023 and Ongoing

Review lesson plans weekly to ensure there is evidence of unique student accommodations aligned to their IEP, as well as ensure there is evidence of planning as it relates to collaborative learning, engagement; differentiation - content, process, product; scaffolding; chunking, etc. Provide teachers with the support and feedback as needed.

Person Responsible: Jeff Raimann (raimanj@martinschools.org)

By When: September 4, 2023 and Ongoing

Weekly Learning Walks: Teacher-led learning walks across content areas to observe instructional practices and evidence of scaffolding, differentiation, engagement, rigor, collaborative learning.

Person Responsible: Melora Norman (normanm@martin.k12.fl.us)

By When: September 18, 2023

Leadership team to conduct biweekly Instructional Focus Meetings to review progress towards the SWD subgroup SIP goal (Action Board; Data review). Based on the review, communicate to staff and Literacy Leadership team on the progress, as well as develop "mini" goals or actions steps in order to reach the success criteria of the SIP goal.

Person Responsible: Jeff Raimann (raimanj@martinschools.org)

By When: September 11, 2023 and Ongoing

"All Hands on Deck" approach: Support Teachers (e.g. Media Specialist, Behavior Intervention teacher, Intervention Teachers, ESE Staffing specialist, school counselor, etc) and teachers with a planning 1st period will meet with students to monitor their individual academic progress by reviewing grades via FOCUS, and collaboratively work with students to write personal goals, identify action steps to accomplish goals, and regularly reflect on progress. We will run a special schedule biweekly where students will have an "advisory" period to engage in this work.

Person Responsible: Jeff Raimann (raimanj@martinschools.org)

By When: September 11, 2023 and Ongoing

#4. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

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

Based upon the SY23 5 Essential Survey, the area of Supportive Environment was rated "very weak" based upon student responses. In understanding that relationships are based upon trust, this area is critical in ensuring the environment is conducive to student learning.

Measurable Outcome:

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

We will compare the 5 measurable outcomes from the 5 Essentials Survey and increase the ratings in each of the areas, as compared to SY23. Our first area of focus will center around Supportive Environment, aiming to move from "very weak" to "strong" by the end of this school year.

Monitoring:

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

Multiple strategies will be employed to capture "student voice" throughout the year. The progress monitoring will occur monthly through an IMS specific surveys, tied to climate and culture, finally culminating with the 5 Essentials Survey.

Person responsible for monitoring outcome:

Jeff Raimann (raimanj@martinschools.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.)

Positive school culture and environment will be reminded and reinforced at school events, on the daily student news, and at staff meetings or professional development, resulting in a positive, safe, and inclusive learning environment for all stakeholders.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This strategy was selected based on the 5 Essentials survey results. To ensure a more positive culture in which students feel supported, valued, and safe, the school environment is an area that will need continual team effort and support to ensure success.

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.

Begin the year by presenting "Vision Sharing Sessions" with each grade level. Empowering and Inspiring Students by way of capturing their voice in making instructional and operational decisions within the organization. Creating school-site surveys and hosting listening sessions that will allow us to better understand why students didn't feel that our school was safe or support enough last year. Take those

responses and share them with our Guiding Coalition and then team to engage in a problem solving protocol (e.g 5 why's)

Person Responsible: Jeff Raimann (raimanj@martinschools.org)

By When: This is an ongoing process, which kicks off on 8.15 (Grade-Level Vision Sharing Sessions with students), aimed at empowering and inspiring students to take their efforts to the "next level" in all aspects of their lives, including academics. Surveys will begin in September and then will be ongoing. Focus groups will begin in September and then will be ongoing.

Understanding why students felt a lack of trust towards teachers along with their perception of why they felt unsafe by pushing out a student survey.

Person Responsible: Jeff Raimann (raimanj@martinschools.org)

By When: This is an ongoing process, which kicks off on 8.15 (Grade-Level Vision Sharing Sessions with students), aimed at empowering and inspiring students to take their efforts to the "next level" in all aspects of their lives, including academics. Surveys will begin in September and then will be ongoing. Focus groups will begin in September and then will be ongoing.

We will capture student voice by engaging in multiple platforms (focus groups, padlet for anonymity, listening sessions).

Person Responsible: Jeff Raimann (raimanj@martinschools.org)

By When: This is an ongoing process, which kicks off on 8.15 (Grade-Level Vision Sharing Sessions with students), aimed at empowering and inspiring students to take their efforts to the "next level" in all aspects of their lives, including academics. Surveys will begin in September and then will be ongoing. Focus groups will begin in September and then will be ongoing.

#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.

There needs to be a focus on instructional practices with the intent of increasing Math proficiency. In the area of overall Math achievement, there has been a downward trend in proficiency reflected over a three year period (SY21-45%, SY22-41%, SY23-36%).

Measurable Outcome:

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

In grades 6-8, Math achievement will increase in overall proficiency from 36% to 41% on the SY24 Spring Florida Assessment for Student Thinking (FAST).

Monitoring:

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

Through Professional Learning Communities and Instructional Focus Leadership meetings, progress monitoring data (FAST), Unit Assessments (Big Ideas) and class formative assessments will be continuously analyzed to monitor for students progress.

The leadership team will conduct daily classroom walks collecting data related to Schoolwide goals and indicators of highly effective instruction while providing actionable feedback to teachers related to teaching and learning.

Person responsible for monitoring outcome:

Jeff Raimann (raimanj@martinschools.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.)

Foster a school wide culture built around high levels of teacher learning and instruction through collaboration (Collaborative Learning Teams) to attain high levels of learning for all students. CLT focussed on the Continuous Improvement Model, in addition to ensuring lessons and activities are aligned to the BEST standards.

Professional development opportunities with a focus on the implementation and monitoring of Tier 1 instructional practices; data focused instruction and feedback.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Hattie's Visible Learning shows that teacher efficacy and effective feedback has a high effect size. In addition, trends in overall student performance data on the ELA standardized assessments indicate there is a need for improvement in Tier 1 practices, as well as improvement within the Tier 2 support classes. This support includes monitoring student progress toward meeting standards, and planning around student needs when proficiency isn't met.

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.

All administrators will commit to a full day of classroom walks 1-2 days per week (Breakthrough Coach) and support teachers in highly impactful teaching practices within their Tier 1 Core Instruction by providing coaching, targeted and ongoing actionable feedback.

Person Responsible: Jeff Raimann (raimanj@martinschools.org)

By When: August 28, 2023 and Ongoing

Professional Learning will be provided by Instructional Empowerment(Accelerating Learning and Addressing the Achievement Gap): Teachers will be provided support and coaching on ways to foster student agency while engaging students in rigorous learning.

Person Responsible: Jeff Raimann (raimanj@martinschools.org)

By When: August 3, 2023 and Ongoing

AVID Schoolwide System to be implemented schoolwide: Professional Learning will be provided on how to incorporate WICOR while ensuring complex levels of thinking as students engage with content.

Person Responsible: Melora Norman (normanm@martin.k12.fl.us)

By When: August 7, 2023 and Ongoing

Academic support classes serving Tier 2 students (e.g. Foundational Math) will collaborate with core content teachers to identify individual student skill gaps and implement remediation/enrichment lessons through a differentiated approach to instruction (e.g. small group instruction).

Person Responsible: Melora Norman (normanm@martin.k12.fl.us)

By When: September 5, 2023 and Ongoing

Using Title 1 money, we will hire an additional coach (Instructional) to support/train teachers on highly impactful teaching and learning strategies, as well as determining individual student needs to assist with providing intensive supports through small group instruction.

Person Responsible: Jeff Raimann (raimanj@martinschools.org)

By When: August 1, 2023

Students will monitor their individual academic progress by monitoring grades via FOCUS, and collaboratively work with their teacher to write personal goals, identify action steps to accomplish goals, and regularly reflect on progress. We will run a special schedule biweekly where students will have an "advisory" period to engage in this work.

Person Responsible: Jeff Raimann (raimanj@martinschools.org)

By When: September 11, 2023 and Ongoing

Leadership team to conduct biweekly Instructional Focus Meetings to review progress towards the Math SIP goal (Action Board; Data review). Based on the review, communicate to staff and Literacy Leadership team on the progress, as well as develop "mini" goals or actions steps in order to reach the success criteria of the SIP goal.

Person Responsible: Jeff Raimann (raimanj@martinschools.org)

By When: September 11, 2023 and Ongoing

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)).

When it comes to our ATSI status, IMS was afforded grant funding to partner with Instructional Empowerment (Dr. Robert Marzano's Organization), which will provide our team with a year's worth of coaching and Professional Learning.

Beyond these new resources, our Title One Federal Grant monies have been encumbered to directly impact measurable student outcomes in each of our areas of focus, by way of hiring additional personnel (beyond our allocation from the District.) Within this year's Comprehensive Needs Assessment, we have allocated monies to hire 2 Intensive Reading Teachers and 2 Interventionists (Coaches). While ELA is our greatest area of focus, the Interventionists/Coaches will be supporting all State-assessed courses (including Math, Science, and Civics).

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

n/a

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

Increase the number of students achieving on or above grade level on the ELA FAST assessment because ELA proficiency continues to be below the district and stage averages.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

n/a

Grades 3-5 Measurable Outcomes

The school plans to increase the percent of students on or above level on the ELA FAST Spring assessment to 41%.

Monitoring**Monitoring**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Through Professional Learning Communities (PLCs) structured teams will analyze district-wide and common formative assessments to monitor students progress and make instructional decisions for students based on this data.

In conjunction with PLC's the leadership team will analyze state, district, and classroom formative/summative data following the cycle of continuous improvement.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Raimann, Jeff, raimanj@martinschools.org

Evidence-based Practices/Programs**Description:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Professional Learning Communities, FUNdations, Heggerty, Benchmark, Phonics for Reading, SPIRE, Geodes, Story Champs, Savvas Reading Interventions

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

The evidence-based programs listed above address our identified needs in phonics and phonemic awareness as well as have a proven record of effectiveness for our population. These programs have been adopted and approved by the Martin County School District.

Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>Literacy Leadership:</p> <ol style="list-style-type: none"> 1. The planning and use of the state literacy director through Think Tank professional development sessions around Science of Reading topics. 2. The Instructional Leadership Team will be the leads to support teachers on their grade level to utilize programs with fidelity (Benchmark, Heggerty, Spire, & FUNdations/ Geodes). 	Raimann, Jeff, raimanj@martinschools.org
<p>Coaching:</p> <ol style="list-style-type: none"> 1. The Instructional Coaches will engage teachers in the coaching model to support the implementation of ELA programs. 2. Engage teachers in staff development sessions to grow their instructional practices specific to ELA programs. 	Raimann, Jeff, raimanj@martinschools.org
<p>Assessment:</p> <ol style="list-style-type: none"> 1. The Instructional Leadership Team will analyze data to drive instructional decision making . 2. Use of assessment screeners (Benchmark/FUNdations) to determine needs of students and provide intervention to all with their identified deficits. 	Raimann, Jeff, raimanj@martinschools.org
<p>Professional Learning:</p> <ol style="list-style-type: none"> 1. Instructional Empowerment will engage and coach all faculty in engagement methods with target-task alignment and student led teaming. 2. Providing professional development around critical reading foundational skills in relation to Benchmarks to grow teacher pedagogy in alignment to ELA programs. 	Raimann, Jeff, raimanj@martinschools.org

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.

We will be sharing our SIP information on the IMS webpage and via Google Slide Presentations with the School Advisory Council, along with our students and staff during "Vision Setting" Sessions. Please note that the SAC meetings 5-7 times during the school year, in which the progress of our SIP will be shared. These meetings are held in-person and translated for all attendees speaking other languages. Additionally, the SIP plan shall be provided in a language in which parents can understand. Finally, once a month a Principal's Bulletin is shared via text, Social Media, and our webpage (sent out in multiple languages) and will provide SIP updates.

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))

There are multiple methods in which we will meet this objective. Strategies include hosting Family Engagement events, adding a Stakeholder Engagement Team Leader (will partner with the Principal) to capture frequent voice/feedback, aimed at shaping the course of future actions. We will continue to leverage Social Media and our webpage to engage students and families. Our Parent Liaison will be play a vital role in serving as a bridge to connect families with our school, offering targeted sessions throughout the year.. We will be making a major push to ensure that families are monitor FOCUS Parent Portal.

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)

To strengthen the academic program, we have partnered with Instructional Empowerment, providing our team with a year's worth of Professional Learning and Coaching. We have added 2 dedicated Interventionists/Coaches to support students and teachers. We will be receiving a Prevention Intervention Program Specialist to lead MTSS, to ensure that we are offering all available supports for learning. The Administrative Team will adhere to the Breakthrough Coach model, allowing for coaching and frequent support 4 of the 5 days a week. We are revamping our CLT model this year, to where we will leverage support teachers from Critical Thinking, Creative Writing, and Foundational Math to the collaborative mix.

From a Title One perspective, in terms of utilizing Federal Funds, we plan to:

Offer Tutoring

Provide additional Professional Learning Opportunities

Obtain supplementary resources/(supplies) as needed to extend the learning

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))

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: ELA	\$0.00
2	III.B.	Area of Focus: ESSA Subgroup: English Language Learners	\$0.00
3	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00

4	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
5	III.B.	Area of Focus: Instructional Practice: Math	\$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