Moore Haven Middle High School. School

2023-24
Schoolwide Improvement Plan (SIP)

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Moore Haven Middle High School.

700 TERRIER PRIDE DR SW, Moore Haven, FL 33471

www.gladesedu.org

School Board Approval

This plan was approved by the Glades County School Board on 10/5/2023.

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.

The mission of Moore Haven Middle High School is to close the achievement gap by preparing all students for college and career readiness in order to be successful in a global society.

Provide the school's vision statement.

"Striving to be A SAFE, CARING, POSITIVE and INNOVATIVE LEARNING ORGANIZATION"

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
Brickel, Jim	Principal	Instructional Leader of the School
Thomas, Samuel	Assistant Principal	Leadership and Management of High School-Grades 9-12
Cueto, Allie	Assistant Principal	Leadership and Management of Middle School-Grades 6-8
Sanchez, Alison	Instructional Coach	Work with teachers to improve instruction-Primarily in the subject of Reading
Brookhart, Megan	Instructional Coach	Work with teachers to improve instruction-Primarily in the subject of Mathematics
Rhymes, Samantha	School Counselor	Student scheduling and Career Counseling

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

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

The school leadership team played a crucial role in providing guidance and support throughout the SIP development process. Teachers and staff were also integral to the development of the plan, as they have the most direct contact with students and can provide valuable insight into their needs. Parents and families were consulted to ensure that the plan reflects the needs of the community. Students were also included in the process, as their input is essential to understanding their perspective and needs. Business and community leaders were engaged to provide a broader perspective on the community's

needs and to ensure that the plan aligns with the community's goals. By involving all stakeholders, the SIP development process was comprehensive and reflected the needs and priorities of the entire school community. The input gathered from stakeholders was used to develop a plan that is focused on improving student achievement and addressing the needs of all students. The plan includes specific goals, strategies, and action steps that are tailored to the unique needs of the school community. The SIP is reviewed regularly to ensure that progress is being made towards achieving the goals outlined in the plan. Overall, the process for involving stakeholders in the SIP development process was transparent, inclusive, and collaborative. By engaging a diverse group of stakeholders, the plan reflects the needs and priorities of the entire school community and is more likely to be successful in improving student achievement.

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

As we work to improve student achievement and close the achievement gap, we will be regularly monitoring the implementation and impact of our School Improvement Plan. We will be using a variety of tools and strategies, including Progress Learning, iReady, Progress Monitoring (PM Testing), and Performance Matters. These tools will allow us to gather data on student progress and identify areas where we need to make improvements. If we find that the plan is not having the desired impact on student achievement, we will revise it as necessary to ensure continuous improvement. We understand that this process will require ongoing collaboration and communication among all stakeholders, including teachers, administrators, parents, and community members. We are committed to ensuring that all students have the opportunity to succeed and meet the State's academic standards.

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)	Combination School PK, 6-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	72%
2022-23 Economically Disadvantaged (FRL) Rate	84%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
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)* Native American Students (AMI) 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: D 2019-20: C 2018-19: C 2017-18: D
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	24	32	50	106
One or more suspensions	0	0	0	0	0	0	9	14	23	46
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	26	31	37	94
Course failure in Math	0	0	0	0	0	0	13	14	38	65
Level 1 on statewide ELA assessment	0	0	0	0	0	0	26	27	33	86
Level 1 on statewide Math assessment	0	0	0	0	0	0	30	15	21	66
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	15	21	23	59

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	8	8
Students retained two or more times	0	0	0	0	0	0	2	1	5	8

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	41	40	43	278
One or more suspensions	0	0	0	0	0	0	15	23	29	113
Course failure in ELA	0	0	0	0	0	0	29	36	17	170
Course failure in Math	0	0	0	0	0	0	6	16	25	104
Level 1 on statewide ELA assessment	0	0	0	0	0	0	15	22	28	142
Level 1 on statewide Math assessment	0	0	0	0	0	0	23	31	34	184
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	23	34	35	195

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	20	20	15	130

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	1	1
Students retained two or more times	0	0	0	0	0	0	1	0	2	27

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	41	40	43	124
One or more suspensions	0	0	0	0	0	0	15	23	29	67
Course failure in ELA	0	0	0	0	0	0	29	36	17	82
Course failure in Math	0	0	0	0	0	0	6	16	25	47
Level 1 on statewide ELA assessment	0	0	0	0	0	0	15	22	28	65
Level 1 on statewide Math assessment	0	0	0	0	0	0	23	31	34	88
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	23	34	35	92

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	20	20	15	55

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	1	1
Students retained two or more times	0	0	0	0	0	0	1	0	2	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*	32	47	53	33	44	55	38		
ELA Learning Gains				40			43		
ELA Lowest 25th Percentile				34			35		
Math Achievement*	25	56	55	23	45	42	22		
Math Learning Gains				44			17		
Math Lowest 25th Percentile				53			23		
Science Achievement*	30	43	52	24	51	54	14		
Social Studies Achievement*	44	57	68	24	60	59	36		
Middle School Acceleration	23	64	70	31	56	51	23		
Graduation Rate	95	89	74	81	38	50	91		
College and Career Acceleration	46	45	53	29	48	70	25		
ELP Progress	36	32	55	45	73	70			

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)	CSI
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	331
Total Components for the Federal Index	8
Percent Tested	92
Graduation Rate	95

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	38
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	461
Total Components for the Federal Index	12
Percent Tested	89
Graduation Rate	81

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	25	Yes	4	2
ELL	23	Yes	2	1
AMI	47			
ASN				
BLK	24	Yes	4	1
HSP	39	Yes	1	
MUL				
PAC				
WHT	50			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	**Federal Percent of Points Index**	**Subgroup Below 41%**	**Number of Consecutive years the Subgroup is Below 41%**	**Number of Consecutive Years the Subgroup is Below 32%**
FRL	44			

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	34	Yes	1	
AMI	58			
ASN				
BLK	34	Yes	3	
HSP	44			
MUL				
PAC				
WHT	39	Yes	1	
FRL	37	Yes	1	

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	32			25			30	44	23	95	46	36
SWD	5			15			8	21		15	6	
ELL	12			20							3	36
AMI	56			38							2	
ASN												
BLK	21			14			21	40			4	
HSP	34			30			31	38	8	36	8	36
MUL												

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	30			27			33	56		60	6	
FRL	31			27			25	44		38	6	

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	33	40	34	23	44	53	24	24	31	81	29	45
SWD	16	32	29	11	32	31	23	39		83	10	
ELL	15	46		30								45
AMI	67	59		27	67					69		
ASN												
BLK	21	45	35	14	41	67	11	8		88	7	
HSP	35	38	31	29	41	65	25	30		88	57	45
MUL												
PAC												
WHT	28	37	33	24	44	25	31	40		81	46	
FRL	29	39	33	21	43	51	25	23	40	83	24	

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	38	43	35	22	17	23	14	36	23	91	25	
SWD	30	26	35	10	20	29	10	29		94	6	
ELL	17	42		20	40							
AMI	63	31		16	0							
ASN												
BLK	26	40	24	8	13	16	4	22		96	17	
HSP	41	52	48	21	22	32	13	37	24	83	20	
MUL												
PAC												
WHT	37	35	27	31	16	19	18	42	21	87	50	
FRL	33	44	36	17	20	27	15	36	16	91	18	

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
10	2023 - Spring	31%	31%	0%	50%	-19%
07	2023 - Spring	33%	41%	-8%	47%	-14%
08	2023 - Spring	28%	37%	-9%	47%	-19%
09	2023 - Spring	36%	36%	0%	48%	-12%
06	2023 - Spring	23%	45%	-22%	47%	-24%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	12%	52%	-40%	54%	-42%
07	2023 - Spring	39%	58%	-19%	48%	-9%
08	2023 - Spring	27%	46%	-19%	55%	-28%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	14%	32%	-18%	44%	-30%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	26%	50%	-24%	50%	-24%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	24%	38%	-14%	48%	-24%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	43%	43%	0%	63%	-20%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	78%	73%	5%	66%	12%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	25%	25%	0%	63%	-38%

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 PM3 data for 6th grade math revealed that only 12% of students were proficient, which was the lowest among all subject areas. The next subject with low performance was 8th grade science, with a proficiency rate of 14%. There were several factors responsible for this, including a lack of certified or experienced teachers who were unable to provide effective instruction in these subjects. In science, the statewide assessment covers standards from the 6th grade, which may have contributed to the problem. Additionally, the curriculum taught was not properly aligned with the new state standards. A closer look at the data revealed that students seemed to struggle with geometric reasoning, data analysis and probability, algebraic reasoning, and number sense and operations. In science, students displayed opportunities for growth in the content areas of Nature of Science, Earth and Space Science, Physical Science, and Life Science. To address these issues, a certified math teacher has been hired, who will also serve as an academic coach to provide support to both the 6th-grade math team and the 8th-grade science teacher.

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

Based on the PM3 data for 6th grade math, we found that our performance was not up to our expectations. We believe that there were several factors that contributed to this issue. One of the main concerns was the lack of certified teachers with the necessary qualifications to teach this subject, which resulted in ineffective teaching methods. Furthermore, the curriculum that was taught without a focus on the B.E.S.T. standards. It appears that students struggled with various topics such as geometric reasoning, data analysis and probability, algebraic reasoning, and number sense and operations. To

address these problems, we have employed a certified math teacher who will work with our math instructional coach and provide more assistance to both teachers and students.

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.

Based on the PM3 data for 6th grade math, we found that our performance was not up to our expectations. We believe that there were several factors that contributed to this issue. One of the main concerns was the lack of certified teachers with the necessary qualifications to teach this subject, which resulted in ineffective teaching methods. Furthermore, the curriculum that was taught without a focus on the B.E.S.T. standards. It appears that students struggled with various topics such as geometric reasoning, data analysis and probability, algebraic reasoning, and number sense and operations. To address these problems, we have employed a certified math teacher who will work with our math instructional coach and provide more assistance to both teachers and students.

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

The area where we saw the greatest enhancement in our data was in 7th grade math. This was achieved by aligning our curriculum with the math B.E.S.T. standards and utilizing the Big-M. In addition, we initiated weekly professional learning community (PLC) meetings and mandated the use of data-driven lessons and decisions. These measures helped to improve the quality of education provided to our students and assisted in achieving our goals. It is important to constantly evaluate our teaching methods and adjust them accordingly in order to ensure that we are providing the best possible learning experience for our students. With the implementation of these strategies, we have seen a noticeable improvement in our students' performance in 7th grade math.

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

After reflecting on the Early Warning System (EWS) data from Part I, our team has identified two areas of concern: Level 1's on statewide ELA/Math assessments and absenteeism. These two issues are interrelated, as absenteeism can significantly impact a student's academic performance. It is crucial that we address these issues in a timely and effective manner to ensure that our students receive the best possible education.

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

As we gear up for the approaching academic year, our focus for school improvement is centered on enhancing our absenteeism rates, as well as improving the statewide reading and math assessment scores. Our primary goal is to ensure that our students are consistently present and engaged in their studies, and that they have access to the necessary resources to excel in their academic pursuits. We recognize that absenteeism can have a significant impact on a student's success.

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

#1. Instructional Practice specifically relating to Benchmark-aligned Instruction

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

Based on the PM3 data, it was identified that a significant number of students were struggling with math and reading skills. Specifically, the data revealed that only 13% of 6th-grade students were proficient in math, 43% of 7th-grade students were proficient in math, and 29% of 8th-grade students were proficient in math. Furthermore, only 22% of 6th-grade students were proficient in reading, 33% of 7th-grade students were proficient in reading, 31% of 8th-grade students were proficient in reading, 37% of 9th-grade students were proficient in reading, and 32% of 10th-grade students were proficient in reading. Considering this data, it is clear that there is a crucial need to improve instructional practices, particularly those relating to benchmark-aligned instruction. The aim is to ensure that students receive the necessary support and guidance in developing their math and reading skills, which will ultimately lead to improved academic performance and outcomes. Therefore, it is important to focus on benchmark-aligned instruction in order to provide a targeted and effective approach to teaching. By aligning instructional practices with benchmark standards, teachers can ensure that students are receiving relevant and appropriate instruction that is designed to meet their specific needs. This approach will help to address the gaps in students' math and reading skills, leading to improved proficiency and academic success. In summary, the PM3 data highlights the need for a focus on benchmark-aligned instructions in order to improve student performance in math and reading. By identifying this need and implementing targeted instructional practices, teachers can help to close the achievement gap and ensure that all students have the necessary skills to succeed academically.

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

Our goal for this academic year is to enhance the proficiency levels of students in math, science, and reading on the 2024 PM3 assessment by 10%. Our specific targets are to have 23% of 6th-grade students, 53% of 7th-grade students, and 39% of 8th-grade students proficient in math, 24% of 8th-grade students proficient in science, and 32% of 6th-grade students, 43% of 7th-grade students, 41% of 8th-grade students, 47% of 9th-grade students, and 42% of 10th-grade students proficient in reading. We plan to achieve this by improving our instructional practices, which include benchmark-aligned instructions and setting specific goals using data to ensure effective instructional practices. To measure teacher practices, we will use a Walk Through Look-Fors Rubric, which will assess criteria such as the subject area, whether a benchmark is driving the lesson, whether the task is aligned to the benchmark, and whether the instructional time is optimized. Additionally, we will collect data on standards mastery using tools such as Progress learning, IXL, Performance matters, and Progress Monitoring assessments.

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

The Area of Focus on benchmark-aligned instructions will be monitored using a variety of tools and assessments. Teachers will conduct weekly formative assessments to monitor student progress and adjust their instructional practices accordingly. In addition, iReady diagnostics and standards mastery assessments will be used to monitor student progress and identify areas for improvement. These assessments will provide valuable data to inform instructional practices and interventions. Read 180, Progress Learning, and Performance Matters will also be used to monitor progress on a weekly and monthly basis also. This data-driven approach will allow for timely interventions and adjustments to be made, helping to ensure that students are on track to meet the desired outcome of improving math and reading proficiency by 10%.

Person responsible for monitoring outcome:

Jim Brickel (james.brickel@glades-schools.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.)

The school has selected Read 180, IXL, and Progress Learning as evidence-based interventions to address the Area of Focus. These programs were chosen specifically due to the high number of Level 1 and 2 students in math and reading, as well as the school's Multi-Tiered System of Support (MTSS) framework. Read 180 has demonstrated efficacy in improving reading comprehension, vocabulary, and critical thinking skills. These program respectively employs a blended learning approach that incorporates digital content, small group instruction, and independent reading practice. With the implementation of Read180, IXL, and Progress Learning, students receive customized and targeted support for specific skills in reading, math, and science. These programs are aligned with the school's focus on benchmark-aligned instructions and the MTSS framework. By providing students with tailored and effective support, these interventions can lead to improved proficiency in math, science and reading.

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

There are several factors behind the selection of Read 180, IXL, and Progress Learning programs as evidence-based interventions for this Area of Focus. Firstly, these programs have undergone extensive evaluations, with multiple studies demonstrating their effectiveness in improving student outcomes. Secondly, the programs align with our focus on benchmark-aligned instructions and its MTSS framework. They provide targeted and individualized support to struggling students, irrespective of their starting point. Using a blended learning approach that combines digital content with small group instruction and independent reading practice, these programs offer a comprehensive and engaging learning experience for students. Additionally, the programs provide teachers with real-time data that they can use to track students' progress. In summary, selecting these programs as evidence-based interventions is based on their proven effectiveness.

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?

Yes

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.

Action Steps to Implement:

1. Review the current benchmark-aligned instruction practices and identify areas for improvement - Responsibility: Administration
2. Provide professional development to teachers on the principles of benchmark-aligned instruction and the READ 180 program.
3. Develop and implement a plan for benchmark-aligned instruction using the READ 180 program.
4. Monitor the implementation of the plan and provide ongoing support and feedback to teachers.
5. Collect and analyze data on student progress and adjust instruction as needed.
6. Provide ongoing professional development and support to ensure fidelity of implementation.

These action steps will be taken to implement benchmark-aligned instruction and the READ 180 program.

Person Responsible: Jim Brickel (james.brickel@glades-schools.org)

By When: Throughout the school year.

#2. Instructional Practice specifically relating to Student Engagement

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.

Upon reviewing the PM3 data, it was found that there is a crucial need to improve student engagement through instructional practices specifically targeted towards Math, Science and Reading. The data revealed that a significant percentage of students in Math, Science, and Reading were not proficient, highlighting the need for a change in instructional practices. In Math, the data showed that proficiency levels were low across all grades surveyed. In 6th grade, only 13% of students were proficient, while in 7th grade, the proficiency level increased to 43%, but then dropped to 29% in 8th grade. In Science 14% of 8th grade students were proficient. This suggests that there is a need to improve instructional practices across all grade levels to ensure that students are engaged. By implementing instructional practices that promote critical thinking, collaboration, and active participation, teachers can help students develop a deeper understanding of Math concepts and improve their proficiency levels. Similarly, in Reading, the data revealed that proficiency levels were also low across all grades surveyed. In 6th grade, only 22% of students were proficient, while in 7th grade, the proficiency level increased to 33%, then dropped to 31% in 8th grade. As students progressed to higher grades, the proficiency level increased to 37% in 9th grade and then dropped slightly to 32% in 10th grade. This highlights the need to improve instructional practices in Reading to ensure that students are engaged and develop essential reading skills. Overall, the PM3 data revealed that instructional practices that are aligned to the benchmarks and promote student engagement are a crucial need in both Math and Reading. By implementing instructional practices that engage students, foster critical thinking, and promote collaboration, teachers can create a more engaging and motivating learning environment, which will lead to improved academic outcomes and proficiency levels.

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

The specific measurable outcome that the school plans to achieve is to increase the proficiency levels of students in Math and Reading by 10% by the end of the academic year. This outcome will be measured through the administration formative assessments by teachers along with Progress Learning, IXL formative assessments (on grade level), Read180, and Performance matters. Also Progress Monitoring assessments, which will be conducted at the beginning and middle of the year before PM3 at the end of the year. The assessments will be used to evaluate student performance and drive classroom instruction and determine whether the instructional practices implemented have been effective in improving student engagement and academic outcomes. The data collected from these assessments will be used to determine the success of the instructional practices implemented and to guide future instruction.

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

We will use a multi-faceted approach to monitor improving student engagement in Math, science and Reading. We will use various assessment tools and strategies, including Performance Matters, IXL, Progress Learning, Read180, and formative assessments in the classroom. Performance Matters data will be used to monitor student progress and identify areas of strength and weakness. IXL will provide personalized instruction, while Progress Learning and Read180 will provide additional support to struggling students. Formative assessments in the classroom will also be used to monitor student progress and identify areas of strength and weakness. Furthermore, PM1 and PM2 assessments will be used to monitor progress before the PM3. The data collected from these IXL, Progress Learning and Read 180 will be used to adjust instruction and provide targeted support to students. The school will be able to monitor student progress towards the desired outcome of increasing proficiency levels by 10%.

Person responsible for monitoring outcome:

Jim Brickel (james.brickel@glades-schools.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.)

The evidence-based intervention that will be implemented to improve student engagement in Math and Reading is Project Based Learning (PBL). PBL can also involve meeting specific standards and learning objectives, and it can be designed to support standardized testing. To support the implementation of PBL, teachers will receive professional development. Professional development sessions will provide teachers with the knowledge and skills needed to design engaging and effective PBL projects that meet the needs of all students. Small group instruction and Kagan strategies will also be used to support student engagement and ensure that all students are able to participate in PBL activities; teachers will provide targeted support to struggling students and ensure that all students are engaged. By implementing PBL, providing professional development opportunities, and using small group instruction and Kagan strategies, we will improve student engagement and academic outcomes in Math and Reading.

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

Utilizing Project Based Learning (PBL) and benchmark aligned instruction, as the evidence-based intervention to improve student performance and engagement in Math and Reading is based on research that suggests that PBL is an effective instructional approach for improving student engagement. PBL can improve student engagement and academic outcomes by providing students with opportunities to apply their learning meaningfully and retain information. By providing teachers with professional development focused on instructional design, assessment, and project management, the school can ensure that PBL projects are designed to engage all students. Using small group instruction and Kagan strategies to support student engagement and ensure that all students are able to participate in PBL activities. Overall, the rationale for selecting PBL as the evidence-based intervention for improving student engagement in Math and Reading is based on research that suggests that PBL is an effective instructional approach for improving student engagement and academic outcomes.

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.

The following action steps will be taken:

1. Provide professional development for teachers focused on instructional design, assessment, and project management to ensure that PBL projects meet the needs of all students.

2. Develop a plan for implementing PBL in Math and Reading classes, including selecting appropriate projects and determining the timeline for implementation.

3. Provide teachers with ongoing support and coaching to ensure that they have the knowledge and skills needed to implement PBL effectively.

4. Use small group instruction and Kagan strategies to support student engagement and ensure that all students are able to participate in PBL activities.

5. Monitor student progress and provide targeted support to struggling students through formative assessments and other data sources.

6. Evaluate the effectiveness of PBL implementation by analyzing student performance data and teacher feedback.

7. Adjust PBL implementation as needed to ensure that all students are engaged and making progress towards academic goals.

Person Responsible: Jim Brickel (james.brickel@glades-schools.org)

By When: The action steps will be monitored on a daily basis and assessed for strengths and opportunities for improvement.

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

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

Through analyzing the data, creating a positive culture and environment for teachers was needed in terms of both retention and recruitment. Research shows teachers who feel valued and supported are more likely to remain at a school and attract other qualified educators to join the team. Furthermore, a positive culture and environment can lead to increased job satisfaction and ultimately better outcomes for students. The rationale behind prioritizing this area of focus was based on the undeniable link between a supportive and positive work environment and the retention of teachers. When teachers feel appreciated and valued, they are more likely to remain in their positions and feel motivated to do their best work. This, in turn, benefits the entire school community by creating a dedicated and skilled teaching staff. In addition, creating a positive culture and environment can also attract new teachers to the school. Word of mouth is a powerful tool, and teachers who feel fulfilled and supported are more likely to recommend their school to other qualified educators. This can help to ensure that the school has a pool of talented and dedicated teachers to draw from. Overall, improving the positive culture and environment for teachers is a crucial need in terms of retention and recruitment. By focusing on this area, we will build a strong and dedicated teaching staff that will benefit the entire school community.

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

The school has set a clear and specific objective to improve teacher retention rates by 10% and increase the recruitment of qualified teachers by 15% within the next academic year. This will be measured through surveys and interviews that ask teachers about their job satisfaction, motivation, and sense of belonging. Turnover rates will also used to determine effectiveness. Through the creation of a positive culture and environment for teachers, the school aims to retain more teachers and attract highly qualified candidates to join the teaching team. We recognize that achieving these goals will require a concerted effort and the commitment of everyone involved. By focusing on these measurable outcomes, the school hopes to improve academic performance and student outcomes, while creating a supportive and fulfilling work environment for teachers.

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

To monitor the progress of the school's objective to improve teacher retention rates by 10% and increase the recruitment of qualified teachers by 15%, data will be collected and analyzed regularly. This will involve tracking the number of teachers who stay on for another academic year, as well as the number of qualified candidates who apply and are hired for teaching positions. Any changes in the school's culture and environment will also be assessed through surveys and feedback from teachers. This monitoring process will help the school to determine the effectiveness of the new initiatives and make any necessary adjustments to achieve the desired outcome.

Person responsible for monitoring outcome:

Jim Brickel (james.brickel@glades-schools.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.)

The evidence-based intervention being implemented for this Area of Focus is the monitoring process that involves collecting and analyzing data on teacher retention rates and recruitment of qualified teachers. This process will enable the school to determine the effectiveness of the new initiatives aimed at achieving a 10% improvement in teacher retention rates and a 15% increase in the recruitment of qualified teachers.

By regularly tracking the number of teachers who stay on for another academic year and the number of qualified candidates who apply and are hired for teaching positions, the school can make data-driven decisions to make any necessary adjustments to achieve the desired outcome. Additionally, changes in the school's culture and environment will be assessed through surveys and feedback from teachers, ensuring that the interventions implemented are effective and sustainable.

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

The reason for selecting the monitoring process as the intervention strategy is to collect and analyze data on teacher retention rates and recruitment of qualified teachers. This data will enable the school to make data-driven decisions to achieve a 10% improvement in teacher retention rates and a 15% increase in the recruitment of qualified teachers. By tracking the number of teachers who stay on for another academic year and the number of qualified candidates who apply and are hired for teaching positions, the school can determine the effectiveness of the new initiatives and make any necessary adjustments to achieve the desired outcome. Additionally, surveys and feedback from teachers will be used to assess changes in the school's culture and environment, ensuring that the interventions implemented are effective and sustainable.

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.

To improve teacher retention and recruitment MHMHS will provide more professional development opportunities. Allowing teachers opportunities to continuously grow and improve in their profession, by providing regular training and development opportunities teacher will feel valued and invested in their school or district. This can include workshops, conferences, online courses, and other resources that help teachers stay up-to-date with the latest teaching techniques and technology. Additionally, we will be pairing new teachers with mentors and to provide support for new teachers can help them feel supported and encouraged to continue in their role. By investing in the professional growth and development of teachers, we will improve teacher retention and attract new certified educators.

Person Responsible: Jim Brickel (james.brickel@glades-schools.org)

By When: The action steps will be monitored throughout the year.

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

At MHMHS, the process to review school improvement funding allocations is a comprehensive one that takes into account the specific needs of the school. To ensure that resources are allocated based on needs, a thorough analysis of our current academic performance, student demographics, and other relevant data is conducted. This analysis forms the basis for a needs assessment, which identifies the specific areas where the school requires additional resources and support. Once the needs assessment is completed, a funding

allocation plan is developed, taking into account the available resources and the identified needs of MHMHS. The plan is then reviewed and adjusted as necessary to ensure that it is equitable and accurate, and that all the resources required are provided to improve learning outcomes. The plan is designed to ensure that the funding allocations are responsive to our needs and that the resources provided are sufficient to support the goals and objectives of the school's improvement plan. Throughout the process, input and feedback from all stakeholders are taken into consideration, ensuring that the allocation of resources is transparent and reflective of the needs of the school community. This input and feedback is an essential component of the process, as it helps to ensure that the funding allocations are responsive and sufficient to support the goals and objectives of the school improvement plan. At MHMHS, the process of reviewing school improvement funding allocations is an ongoing one. In addition, the process is designed to be flexible and adaptable, so that changes can be made as needed to ensure that resources are being allocated in the most effective and efficient way possible. Overall, the process of reviewing school improvement funding allocations at MHMHS is designed to ensure that resources are allocated based on needs, and that the funding provided is sufficient to support the goals and objectives of each school's improvement plan. This process ensures that all students have access to the resources and support they need to succeed.

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.

The SIP and UniSIG budget will be discussed and put on the Agenda for all SAC meetings.

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))

Moore Haven MSHS will hold parent nights throughout the school year to keep parents involved in the learning happening at the school. We also use Aptegy, an App to call out to parents to inform them of school events and happenings.

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))

MHMSHS has transitioned to a six period day to lengthen the instructional time within each period. The middle school was given a model of instruction to follow to ensure students are getting timely feedback during each class period. All Administrators and Coaches do classroom walk throughs with specific look-fors to identify trends within classroom instruction.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction				$111,022.43
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	369	0021 - Moore Haven Middle High School	UniSIG		$33,925.00
			Notes: 1 year subscription, 275 student licenses, 5 teacher licenses and getting started Ed Live Online and getting started in-person training for Read 180 at Moore Haven Middle High. Read 180 is an adaptive reading program providing systematic, explicit instruction and practice of foundational literacy skills to develop their fluency, expand vocabulary and strengthen comprehension skills to become proficient, skillful readers. (275 student licenses, 5 teacher licenses, 1 2 hour Virtual PD session= $27,225.00, 1 coaching and course access- online coaching membership = $2,500.00, 1 getting started 3 hour in-person training- $4,200.00- Total 33,925.00)			
	5100	519	0021 - Moore Haven Middle High School	UniSIG		$9,900.00
			Notes: Headphones with microphones to be used with the Read 180 Program ($33.00 X 300 headphones = 9900.00)			
	6400	130	0021 - Moore Haven Middle High School	UniSIG	0.17	$15,000.00
			Notes: .5 Salary for School Improvement Program Director- The School improvement director will be responsible for providing planning and instructional coaching support to administrators and teachers at Moore Haven Elementary and Moore Haven Middle High School, working directly with each school to implement and monitor the SIP plans and Unisig grant. The director will provide and monitor walk through data using a district created walk through look-fors and rubric form. The director will also monitor state assessment and other district data throughout the year to monitor student progress and achievement. (Salary- $90,000/ .5= $45,000 for MES and $45,000 for MHMH) (This budget item will be included in all 3 areas of focus= $45000.00/3 AOF= 15000.00)			
	6400	130	0021 - Moore Haven Middle High School	UniSIG	0.17	$10,125.00
			Notes: .5 Reading Coach for Moore Haven Middle High The Reading Coach will provide on-going coaching support to teachers to increase student achievement and performance on state and district assessments in reading. The reading coach will assist teachers in analyzing student data and how to use the data to provide more focused instruction based on student needs. (Salary- $60,750/ 2 = $30,375 for MHMH) (This budget item will be included in all 3 areas of focus= $30,375.00/3 AOF= $10,125.00)			
	6400	130	0021 - Moore Haven Middle High School	UniSIG	0.17	$9,427.50
			Notes: .5 Math Coach for Moore Haven Middle High The Math Coach will provide on-going coaching support to teachers to increase student achievement and performance on state and district assessments in math. The math coach will assist teachers in analyzing student data and how to use the data to provide more focused instruction based on			

			student needs. (Salary- 54,000/ .5 = $27,000.00 + $1282.50 supplemental pay for additional time spent on analyzing and preparing data, PD preparation and school improvement meetings beyond contract time for MHMH) (This budget item will be included in all 3 areas of focus= $28282.50/3 AOF= $9427.50)			
	6400	210	0021 - Moore Haven Middle High School	UniSIG	0.17	$4,630.76
			Notes: Retirement for School Improvement Program Director (6106.50), .5 Reading Coach for MHMH (3663.90), .5 Math Coach for MHMH (4121.89), (This budget line item will be included in all 3 areas of focus. 13892.28/3=4630.76)			
	6400	220	0021 - Moore Haven Middle High School	UniSIG	0.17	$2,610.56
			Notes: FICA for School Improvement Program Director (3442.50), .5 Reading Coach for MHMH (2065.50), .5 Math Coach for MHMH (2323.69), (This budget line item will be included in all 3 areas of focus. 7831.68/3 = 2610.56)			
	6400	230	0021 - Moore Haven Middle High School	UniSIG	0.17	$4,131.00
			Notes: Insurance and Benefits for School Improvement Program Director (4131.00), .5 Reading Coach for MHMH (4131.00), .5 Math Coach for MHMH (4131.00), (This budget line item will be included in all 3 areas of focus. 12393.00/3 = 4131.00)			
	6400	240	0021 - Moore Haven Middle High School	UniSIG	0.17	$225.00
			Notes: Workers Comp for School Improvement Program Director (225.00), .5 Reading Coach for MHMH (225.00), .5 Math Coach for MHMH (225.00), (This budget line item will be included in all 3 areas of focus. 675.00/3 = 225.00)			
	6400	649	0021 - Moore Haven Middle High School	UniSIG		$1,050.00
			Notes: Flip Chromebooks for school leadership team to analyze and prepare data for monthly team meetings. Chromebook will also be used to conduct walk throughs to provide specific feedback to improve instructional practice and student engagement. (9 Flip Chromebooks @ $350 ea. = 3150.00 (This budget line item will be included in all 3 areas of focus. 3150.00 /3 = 1050.00)			
	5100	140	0021 - Moore Haven Middle High School	UniSIG		$9,000.00
			Notes: Collaborative planning/district level PLCs- Hire substitutes to cover classrooms for teachers to participate in instructional rounds to observe model classrooms and provide feedback to improve academic instruction. 3 collaborative planning days per teacher. 12 teachers x 3 collaborative planning days= 36 days x $250= $9000 substitute pay			
	5100	220	0021 - Moore Haven Middle High School	UniSIG		$693.00
			Notes: FICA/Med for Substitutes			
	5100	590	0021 - Moore Haven Middle High School	UniSIG		$1,604.61
			Notes: A data wall will be created. This wall will allow the members of the team to review school-wide data more easily. Magnetic Whiteboards 4 @ $289.59= $1158.36, Magnetic cards for data wall- 17 packages @ $26.25= $446.25)			
	5100	330	0021 - Moore Haven Middle High School	UniSIG		$8,700.00
			Notes: Professional Development Teachers will attend conferences, conventions and professional development that focus on academic achievement. These professional development opportunities will enhance instructional practices focused on tools, strategies and evidence based practices. Funds to cover transportation, meals, hotels, registration fees and other expenditures associated with school improvement business. (Math BEST training Conference- 2 day conference- 2 nights in hotel, approx. 10 teachers @ $175 a night ($3500.00), Meals- 10 teachers $35 a day ($700.00) + Travel @ $0.625) (Summer			

			Professional learning at school site- Approx. 20 teachers for 5 days X 6 hours @ $30 an hour ($3600.00).			
2	**III.B.**	**Area of Focus: Instructional Practice: Student Engagement**				**$58,244.00**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	130	0021 - Moore Haven Middle High School	UniSIG	0.17	$15,000.00
			Notes: .5 Salary for School Improvement Program Director- The School improvement director will be responsible for providing planning and instructional coaching support to administrators and teachers at Moore Haven Elementary and Moore Haven Middle High School, working directly with each school to implement and monitor the SIP plans and Unisig grant. The director will provide and monitor walk through data using a district created walk through look-fors and rubric form. The director will also monitor state assessment and other district data throughout the year to monitor student progress and achievement. (Salary- $90,000/ .5= $45,000 for MES and $45,000 for MHMH) (This budget line item is included in all 3 areas of focus. $45,000.00/3 AOF = $15,000.00)			
	6400	130	0021 - Moore Haven Middle High School	UniSIG	0.17	$10,125.00
			Notes: .5 Reading Coach for Moore Haven Middle High The Reading Coach will provide on-going coaching support to teachers to increase student achievement and performance on state and district assessments in reading. The reading coach will assist teachers in analyzing student data and how to use the data to provide more focused instruction based on student needs. (Salary- $60,750/ 2 = $30,375 for MHMH) (This budget line item is included in all 3 areas of focus. $30375.00/3 AOF = $10125.00)			
	6400	130	0021 - Moore Haven Middle High School	UniSIG	0.17	$9,427.50
			Notes: .5 Math Coach for Moore Haven Middle High The Math Coach will provide on-going coaching support to teachers to increase student achievement and performance on state and district assessments in math. The math coach will assist teachers in analyzing student data and how to use the data to provide more focused instruction based on student needs. (Salary- 54,000/ .5 = $27,000.00 + 1282.50 supplemental pay for additional time spent on analyzing and preparing data, PD preparation and school improvement meetings beyond contract time for MHMH) (This budget line item is included in all 3 areas of focus. $28282.50/3 AOF = $9427.50)			
	6400	210	0021 - Moore Haven Middle High School	UniSIG	0.17	$4,630.76
			Notes: Retirement for School Improvement Program Director (6106.50), .5 Reading Coach for MHMH (3663.90), .5 Math Coach for MHMH (4121.89), (This budget line item is included in all 3 areas of focus. 13892.28/3 AOF =4630.76)			
	6400	220	0021 - Moore Haven Middle High School	UniSIG	0.17	$2,610.56
			Notes: FICA for School Improvement Program Director (3442.50), .5 Reading Coach for MHMH (2065.50), .5 Math Coach for MHMH (2323.69), (This budget line item is included in all 3 areas of focus. 7831.68/3 AOF = 2610.56)			
	6400	230	0021 - Moore Haven Middle High School	UniSIG	0.17	$4,131.00
			Notes: Insurance and Benefits for School Improvement Program Director (4131.00), .5 Reading Coach for MHMH (4131.00), .5 Math Coach for MHMH (4131.00), (This budget line item is included in all 3 areas of focus. 12393.00/3 AOF = 4131.00)			
	6400	240	0021 - Moore Haven Middle High School	UniSIG	0.17	$225.00
			Notes: Workers Comp for School Improvement Program Director (225.00), .5 Reading Coach for MHMH (225.00), .5 Math Coach for MHMH (225.00), (This budget line item is included in all 3 areas of focus. 675.00/3 AOF = 225.00)			
	6400	649	0021 - Moore Haven Middle High School	UniSIG		$1,050.00

			Notes: Flip Chromebooks for school leadership team to analyze and prepare data for monthly team meetings. Chromebook will also be used to conduct walk throughs to provide specific feedback to improve instructional practice and student engagement. (9 Flip Chromebooks @ $350 ea. = 3150.00 (This budget line item is included in all 3 areas of focus. 3150.00 /3 AOF = 1050.00)			
	5100	390	0021 - Moore Haven Middle High School	UniSIG		$6,000.00
			Notes: Other Purchased services Expenditures for printing, binding for parent notification flyers and events. Also printing, laminating and binding of student materials and supplies for classroom use.			
	5100	510	0021 - Moore Haven Middle High School	UniSIG		$3,500.00
			Notes: Materials and supplies- Chart paper for classroom use, 2 pack @ $49.99 each. Other supplies to support student engagement and instructional planning and practice.			
	5100	590	0021 - Moore Haven Middle High School	UniSIG		$1,544.18
			Notes: Magnetic Dry erase boards for student engagement and formative assessments (22 @ 70.19 each= 1544.18			
3	III.B.	**Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment**				**$53,199.82**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	130	0021 - Moore Haven Middle High School	UniSIG	0.17	$15,000.00
			Notes: .5 Salary for School Improvement Program Director- The School improvement director will be responsible for providing planning and instructional coaching support to administrators and teachers at Moore Haven Elementary and Moore Haven Middle High School, working directly with each school to implement and monitor the SIP plans and Unisig grant. The director will provide and monitor walk through data using a district created walk through look-fors and rubric form. The director will also monitor state assessment and other district data throughout the year to monitor student progress and achievement. (Salary- $90,000/ .5= $45,000 for MES and $45,000 for MHMH) (This budget line item is included in all 3 areas of focus. $45,000.00/3 AOF = $15,000.00)			
	6400	130	0021 - Moore Haven Middle High School	UniSIG	0.17	$10,125.00
			Notes: .5 Reading Coach for Moore Haven Middle High The Reading Coach will provide on-going coaching support to teachers to increase student achievement and performance on state and district assessments in reading. The reading coach will assist teachers in analyzing student data and how to use the data to provide more focused instruction based on student needs. (Salary- $60,750/ 2 = $30,375 for MHMH) (This budget line item is included in all 3 areas of focus. $30375.00/3 AOF = $10125.00)			
	6400	130	0021 - Moore Haven Middle High School	UniSIG	0.17	$9,427.50
			Notes: .5 Math Coach for Moore Haven Middle High The Math Coach will provide on-going coaching support to teachers to increase student achievement and performance on state and district assessments in math. The math coach will assist teachers in analyzing student data and how to use the data to provide more focused instruction based on student needs. (Salary- 54,000/ .5 = $27,000.00 + $1282.50 supplemental pay for additional time spent on analyzing and preparing data, PD preparation and school improvement meetings beyond contract time for MHMH) (This budget line item is included in all 3 areas of focus. $28282.50/3 AOF = $9427.50)			
	6400	210	0021 - Moore Haven Middle High School	UniSIG	0.17	$4,630.76
			Notes: Retirement for School Improvement Program Director (6106.50), .5 Reading Coach for MHMH (3663.90), .5 Math Coach for MHMH (4121.89), (This budget line item is included in all 3 areas of focus. 13892.28/3 AOF =4630.76)			

	6400	220	0021 - Moore Haven Middle High School	UniSIG	0.17	$2,610.56
			Notes: FICA for School Improvement Program Director (3442.50), .5 Reading Coach for MHMH (2065.50), .5 Math Coach for MHMH (2323.69), (This budget line item is included in all 3 areas of focus. 7831.68/3 AOF = 2610.56)			
	6400	230	0021 - Moore Haven Middle High School	UniSIG	0.17	$4,131.00
			Notes: Insurance and Benefits for School Improvement Program Director (4131.00), .5 Reading Coach for MHMH (4131.00), .5 Math Coach for MHMH (4131.00), (This budget line item is included in all 3 areas of focus. 12393.00/3 AOF = 4131.00)			
	6400	240	0021 - Moore Haven Middle High School	UniSIG	0.17	$225.00
			Notes: Workers Comp for School Improvement Program Director (225.00), .5 Reading Coach for MHMH (225.00), .5 Math Coach for MHMH (225.00), (This budget line item is included in all 3 areas of focus. 675.00/3 AOF = 225.00)			
	6400	649	0021 - Moore Haven Middle High School	UniSIG		$1,050.00
			Notes: Flip Chromebooks for school leadership team to analyze and prepare data for monthly team meetings. Chromebook will also be used to conduct walk throughs to provide specific feedback to improve instructional practice and student engagement. (9 Flip Chromebooks @ $350 ea. = 3150.00 (This budget line item is included in all 3 areas of focus. 3150.00 /3 AOF = 1050.00)			
	5100	510	0021 - Moore Haven Middle High School	UniSIG		$6,000.00
			Notes: PBIS to decrease overall student discipline. Funding will support PBIS program supplies for student use as well as materials and supplies- paper, copies, pens, pencils, binders, sticky notes, folders, for monthly PBIS meetings.			
					Total:	**$222,466.25**

Budget Approval

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

No