Burnett Middle School

2023-24

Schoolwide Improvement Plan (SIP)

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Burnett Middle School

1010 N KINGSWAY RD, Seffner, FL 33584

[no web address on file]

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.

Everybody learns everyday!

Provide the school's vision statement.

Burnett Middle School will foster a learning environment that motivates students to reach their maximum potential.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Brooks, Tarrelle	Principal	Direct and coordinate all educational, administrative, counseling and safety activities of the BMS middle school site. Oversee and execute the Florida Department of Education benchmarks. Serves as instructional leader; develops and evaluates the instructional leadership team and staff to ensure instructional priorities/focus are implemented with fidelity. Dr. Brooks is the lead administrator for Science & Social Studies.
Thomas, Catalina	SAC Member	SAC Chair works closely with Principal and instructional leadership team to plan and establish agendas for all SAC meetings.
Campbell, Dina	SAC Member	SAC Chair works closely with Principal and instructional leadership team to plan and establish agendas for all SAC meetings.
Bubley, Alexandria	Assistant Principal	Instructional Leader – Literacy, ELL & ESE, Master Schedule & DP supervision, Bell Schedules (s), School Counselor & Student Services Lead, SALs Supervisor, ILT Administrator, ACP/PNE/TIP Coordinator, PLC & Common Planning Administrator, ELP & SLP Coordinator, Acceleration & Grades, Assessment/Testing/Exams Coordinator, Walkthrough/Observations, Open House (i.e. Meet & Greet)/Student Orientation, Staff Development, PD/Trainings & FTE

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.

Weekly ParentLinks are sent out for all stakeholders by the principal informing them of current school activities and events. Bi-weekly contact to parents through Canvas with grades and progress reports. Quarterly Conference nights including bus transportation to our Grant Park families. A monthly meetings calendar reflects all school-wide meetings including, monthly faculty meetings, bi-weekly PLCs & Common planning for core subjects, and Focus Teams. Family & Community engagement outreach through on-site school liaison.

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 regularly monitored for effective implementation through learning walks, ILT meetings with Administration, Response to Intervention. An RTI Resource position was added to support effective increasing student achievement of students. The student services team (Success Coaches, Counselors, SSW, Psychologist & ESE Specialist) will support MTSS implementation. As new information is provided from the above activities and respective parties, the SIP plan will be revised accordingly with updated information.

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	71%
2022-23 Economically Disadvantaged (FRL) Rate	100%
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)* Black/African American Students (BLK)* Hispanic Students (HSP)* Multiracial Students (MUL)* White Students (WHT)

	Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: D 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	247	253	201	701
One or more suspensions	0	0	0	0	0	0	23	65	86	174
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	27	41	32	100
Course failure in Math	0	0	0	0	0	0	27	41	32	100
Level 1 on statewide ELA assessment	0	0	0	0	0	0	46	47	58	151
Level 1 on statewide Math assessment	0	0	0	0	0	0	57	72	0	129
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	64	41	82	187

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

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

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	39	38	52	129
One or more suspensions	0	0	0	0	0	0	23	65	86	174
Course failure in ELA	0	0	0	0	0	0	27	41	32	100
Course failure in Math	0	0	0	0	0	0	27	41	32	100
Level 1 on statewide ELA assessment	0	0	0	0	0	0	46	47	58	151
Level 1 on statewide Math assessment	0	0	0	0	0	0	57	72	0	129
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	64	41	82	187

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	39	38	52	129
One or more suspensions	0	0	0	0	0	0	23	65	86	174
Course failure in ELA	0	0	0	0	0	0	27	41	32	100
Course failure in Math	0	0	0	0	0	0	27	41	32	100
Level 1 on statewide ELA assessment	0	0	0	0	0	0	46	47	58	151
Level 1 on statewide Math assessment	0	0	0	0	0	0	57	72	0	129
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	19	17	34	70

The number of students identified retained:

Indicator	K	1	2	3	4	5	6	7	8	Total
Retained Students: Current Year	0	0	0	0	0	0	45	48	40	133
Students retained two or more times	0	0	0	0	0	0	58	77	93	228

The header spans "Grade Level" over columns K–8.

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	49	49	27	50	50	30		
ELA Learning Gains				35			32		
ELA Lowest 25th Percentile				37			25		
Math Achievement*	35	57	56	24	36	36	22		
Math Learning Gains				40			26		
Math Lowest 25th Percentile				50			36		
Science Achievement*	22	44	49	16	52	53	23		
Social Studies Achievement*	52	66	68	60	58	58	43		
Middle School Acceleration	83	84	73	67	51	49	51		
Graduation Rate					46	49			
College and Career Acceleration					74	70			
ELP Progress	0	39	40	30	86	76	50		

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	37
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	222
Total Components for the Federal Index	6
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	386
Total Components for the Federal Index	10
Percent Tested	94
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	16	Yes	4	4
ELL	18	Yes	4	1
AMI				
ASN	45			
BLK	33	Yes	4	
HSP	23	Yes	2	1
MUL	44			
PAC				
WHT	49			

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	32	Yes	2	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	30	Yes	3	3
ELL	33	Yes	3	
AMI				
ASN				
BLK	30	Yes	3	1
HSP	39	Yes	1	
MUL	34	Yes	1	
PAC				
WHT	46			
FRL	35	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	30			35			22	52	83			0
SWD	12			15			9	29			4	
ELL	25			29			9	27			5	0
AMI												
ASN	30			60							2	
BLK	28			27			19	59			4	
HSP	26			32			17	41			5	0
MUL	35			52							2	

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	38			42			32	54	81		5	
FRL	26			30			17	47	71		6	0

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	27	35	37	24	40	50	16	60	67			30
SWD	13	34	36	14	35	46	14	47				
ELL	20	38	42	17	35	41	15	55				30
AMI												
ASN												
BLK	21	28	33	18	38	42	11	52				
HSP	27	37	38	22	38	50	17	60	70			28
MUL	27	32		36	40							
PAC												
WHT	32	40	43	32	44	54	25	74	73			
FRL	23	33	37	20	38	48	11	56	54			26

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	30	32	25	22	26	36	23	43	51			50
SWD	14	17	21	16	27	44	15	24				
ELL	19	30	28	14	20	23	6	24				50
AMI												
ASN												
BLK	17	26	26	13	26	36	9	31	47			
HSP	32	32	26	23	26	37	20	47	64			
MUL	35	29	20	25	36		64					
PAC												
WHT	39	36	21	30	26	29	35	48	52			
FRL	26	29	24	19	26	37	19	40	50			50

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide
assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or
all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	24%	47%	-23%	47%	-23%
08	2023 - Spring	25%	44%	-19%	47%	-22%
06	2023 - Spring	31%	47%	-16%	47%	-16%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	39%	53%	-14%	54%	-15%
07	2023 - Spring	22%	36%	-14%	48%	-26%
08	2023 - Spring	33%	57%	-24%	55%	-22%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	21%	41%	-20%	44%	-23%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	91%	55%	36%	50%	41%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	49%	64%	-15%	66%	-17%

III. Planning for Improvement

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

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

Social Studies performance was the lowest subgroup demonstrating a decrease of 13 points (from 62 in 2022 to 49 in 2023).

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

Social Studies performance was the lowest subgroup demonstrating a decrease of 13 points (from 62 in 2022 to 49 in 2023).

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The greatest need for improvement lies in 7th grade Civics. The contributing factor to this low performance was based on the district-wide implementation of a new curriculum/scheduling which placed level 1 performing students in Civics for the first time in the 22-23 school year.

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

The most improved content area was 8th grade Math and Algebra. The new actions we took to get the gains in proficiency was math boot camps & targeted planning sessions with area district staff.

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

Planning for instruction using strategies for engagement, with HOT questions.

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

1. Learner Engagement
2. Assessment in Instruction
3. Questioning Techniques in Instruction
4. Coaching system for implementation & support

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 Instructional Coaching/Professional Learning

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.

Improvement of Learner Engagement & Assessment of the Learning has been identified as the crucial need of instructional focus as evidenced by previous year's walk-through analysis and observation/evaluation data.

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

To increase learner engagement and improve assessment of learning by incorporating high level instructional practices & structures such as discussion techniques, checks for understanding and a school wide coaching system for implementation & support that results in grade level benchmark mastery. BMS students will show increase/improvement by 5% from FAST PM 3 2023 to FAST PM 3 2024 using high-quality, benchmark-aligned instruction.

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

Incorporate the following high impact literacy practices: gradual release of responsibility, which is structured, systematic, and explicit process for providing direct instruction in new skills or concepts, often known as 'I Do, We Do, You Do.'

Cooperative learning is structured learning that is mediated by students, whereby students work in groups of various sizes toward a common goal.

Person responsible for monitoring outcome:

Alexandria Bubley (alexandria.bubley@hcps.net)

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

Incorporating literacy strategies
Interactive notebooks (across curriculum)
District-wide assessments (FAST PM1, 2, 3)
StudySync Benchmarks (Beg, Mid, End)
Language Live Benchmarks
Baseline writing (across curriculum)
Saturday Academy & Tutorial Sessions

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

The rationale for selecting the above evidenced based strategies to equip the teachers with tools, skills and knowledge to ensure BEST instructional practices, to allow all students to learn.

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.

Create Look Fors aligned to Instructional Priorities
Create Walk-through Forms document aligned specifically to Look Fors
Conduct learning walks and observations to establish instructional expectations.

Person Responsible: Tarrelle Brooks (tarrelle.brooks@hcps.net)

By When: August 2023 & September 2023

Additional Planning for teachers to embed schoolwide lookfors into lesson plan protocols; incorporating common planning time into teachers' weekly schedule to ensure benchmark/task alignment into each lesson.

Person Responsible: Tarrelle Brooks (tarrelle.brooks@hcps.net)

By When: September 2023 - ongoing

RTI Resource teacher - to facilitate and implement the schoolwide comprehensive MTSS (Multi-Tiered System of Supports) for students who need additional academic and behavioral supports.

Person Responsible: Tarrelle Brooks (tarrelle.brooks@hcps.net)

By When: August 2023 - ongoing

The Success Coach will lead Tier 1 academic and behavior interventions for students in need. The person will also support teachers with small group instruction based on assessment data.

Person Responsible: [no one identified]

By When: August 2023 - ongoing

#2. 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.

Due to the lack of building positive relationships with students, low colleague morale, parent involvement and poor student attendance.

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

BMS will improve the learner's experience by being intentional in building positive relationships with students, colleagues, parents & families.

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

Use of Positive Reinforcement for expected behaviors
Use of CHAMPS for managing routines, procedures and transitions
RTI Resource implementation
Incorporation of PAWS

Person responsible for monitoring outcome:

Tarrelle Brooks (tarrelle.brooks@hcps.net)

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

School-wide Focus Teams: Climate & Culture, Parent & Family Engagement, PBIS/CHAMPs, Mental Health & Awareness, and Student Incentives.

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

The rationale for selecting this specific strategy is to target all areas of the school where gaps existed the previous school year. These focus teams will meet monthly to establish and implement activities & systems that monitor progress in these 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.

List all Focus Teams & provide to teachers

Person Responsible: Tarrelle Brooks (tarrelle.brooks@hcps.net)

By When: August 2023

Select Focus Team Lead for each Team

Person Responsible: Tarrelle Brooks (tarrelle.brooks@hcps.net)

By When: August 2023

Facilitate monthly Focus Team meetings

Person Responsible: Tarrelle Brooks (tarrelle.brooks@hcps.net)

By When: September 2023

Assistant Teacher BD Level to support small group instruction. The assistant will work specifically with students who are identified Tier 2 and 3 students and support schoolwide classroom management systems.

Person Responsible: Tarrelle Brooks (tarrelle.brooks@hcps.net)

By When: August - 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).

Burnett Middle School's process for reviewing school improvement funding allocations will be monitored in the following ways: 1. Coaching system for implementation and support of Tier 1 instruction. This system has been implemented to provide teachers with immediate feedback from instructional walk-through. It leverages their strengths and identifies gaps for improvement aligned to the school's instructional priorities and look fors. 2. Focus Teams: Learner Recognitions & Incentives, Mental Health & Awareness, School Climate & Culture, Parent & Family Engagement and PBIS/Discipline & CHAMPs. These teams have been identified and implemented to monitor improvement of the school's culture priority. Team leaders and members are responsible for ensuring gaps in the area of climate and culture are filled with regular incentives ti keep morale high among both students and staff.

Title I Requirements

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

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

https://www.hillsboroughschools.org/burnett
Canvas
ParentLink

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

https://www.hillsboroughschools.org/burnett
All Pro Dads chapter
Providing bus transportation to attend Conference Nights, to all our parents and families in the Grant Park area
Parent University book study

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))

BMS will implement a school-wide coaching system for implementation and support of quality instruction across the curriculum. We will conduct regular learning walks that are aligned to the school's instruction priorities and instructional focus of learner engagement, assessment during instruction and questioning techniques. C

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))

Coaching methods are ways to support the teacher with accomplishing an established goal. Prior to implementing these methods, the coach and the teacher should have a shared understanding of the specific focus. After implementing the coaching method, a related next step should be identified and time for follow up should be scheduled.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

BMS provides outside therapy through cove and chrysalis, on-site 3-5 days weekly. This therapy initiative is facilitated by our school social worker. BMS also has implement a team of 5 staff who have agreed to meet monthly to discuss and provide a safe environment for this vulnerable population of students through awareness programs and other school-wide functions.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

BMS offers 3 high school credit courses: Digital Info Technology, Food Prep, & Algebra.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

BMS implements 7 mindset strategies, school-wide PBIS, restorative practices and All Pro Dads.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

PLCS happen bi-weekly, monthly School-wide PD, bi-weekly common planning and also lunch-n-learn sessions for both veteran and new teachers.

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

N/A

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: Instructional Coaching/Professional Learning				$239,169.42
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6300	120	0631 - Burnett Middle School	UniSIG		$27,781.43
			Notes: Additional Planning for 50 teachers, at a rate of $38 for 4 hours per week for 4 weeks. This additional planning is for weekly/bi-weekly planning, PLCs and PD.			
	5100	648	0631 - Burnett Middle School	UniSIG		$2,903.68
			Notes: 2 65' Interactive Newline Boards for core instruction classrooms.			
	6300	210	0631 - Burnett Middle School	UniSIG		$3,769.94
			Notes: Retirement			
	6300	220	0631 - Burnett Middle School	UniSIG		$1,722.45
			Notes: FICA			
	6300	220	0631 - Burnett Middle School	UniSIG		$402.83
			Notes: Medicare			
	6300	240	0631 - Burnett Middle School	UniSIG		$108.35
			Notes: Workers Compensation			

	5100	649	0631 - Burnett Middle School	UniSIG		$1,622.74
			Notes: 2 Newline motorized stands			
	5100	359	0631 - Burnett Middle School	UniSIG		$648.22
			Notes: 65" Newline boards assembly			
	6120	130	0631 - Burnett Middle School	UniSIG	1.0	$70,044.48
			Notes: The Success Coach will lead Tier 1 academic and behavior interventions for students in need. The person will also support teachers with small group instruction based on assessment data.			
	6120	210	0631 - Burnett Middle School	UniSIG		$9,505.04
			Notes: Retirement			
	6120	220	0631 - Burnett Middle School	UniSIG		$4,342.76
			Notes: FICA			
	6120	220	0631 - Burnett Middle School	UniSIG		$1,015.64
			Notes: Medicare			
	6120	230	0631 - Burnett Middle School	UniSIG		$13,546.60
			Notes: Health Insurance			
	6120	230	0631 - Burnett Middle School	UniSIG		$42.03
			Notes: Life Insurance			
	6120	240	0631 - Burnett Middle School	UniSIG		$273.17
			Notes: Workers Compensation			
	5100	120	0631 - Burnett Middle School	UniSIG	1.0	$48,929.76
			Notes: RTI Resource Teacher will lead and support student services in academic achievement for grades 6th through 8th. They will facilitate meetings to ensure that our students have Tier 1 supports in place to ensure academic success.			
	5100	210	0631 - Burnett Middle School	UniSIG		$6,639.77
			Notes: Retirement			
	5100	220	0631 - Burnett Middle School	UniSIG		$3,033.65
			Notes: FICA			
	5100	220	0631 - Burnett Middle School	UniSIG		$709.48
			Notes: Medicare			
	5100	230	0631 - Burnett Middle School	UniSIG		$9,463.02

	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			Notes: Health Insurance			
	5100	230	0631 - Burnett Middle School	UniSIG		$29.36
			Notes: Life Insurance			
	5100	240	0631 - Burnett Middle School	UniSIG		$190.83
			Notes: Workers Compensation			
	5100	510	0631 - Burnett Middle School	UniSIG		$11,169.25
			Notes: The school will purchase supplies for students and teachers to support academic learning. The supplies will include notebooks, notebook paper, pens, pencils, surge protectors, file folders, markers, crayons, dividers, and folders.			
	5100	519	0631 - Burnett Middle School	UniSIG		$3,000.00
			Notes: The school will purchase headphones toner, thumb drives, and adapters to support students with laptops while in small groups.			
	5100	520	0631 - Burnett Middle School	UniSIG		$5,165.04
			Notes: Purchase professional development books to support teachers in increasing student engagement. How to Look at Student Work to Uncover Student Thinking, Better Than Carrots or Sticks: Restorative Practices for Positive Classroom Management, Better Teachers, Better Schools: What Star Teachers Now, Believe, and Do, Visible Learning for Literacy, Grades K-12: Implementing the Practices that Work Best to Accelerate Student Learning, Everyday Instructional Coaching and 20 Strategies for Increasing Student Engagement.			
	5100	520	0631 - Burnett Middle School	UniSIG		$5,392.44
			Notes: Purchase supplemental materials to support academic areas in ELA, Math, Science and Civics. Purchase USA Test Prep and Gateway Civics books.			
	5100	520	0631 - Burnett Middle School	UniSIG		$7,717.46
			Notes: Purchase software subscription to support student learning. The school will purchase IXL.			
2	**III.B.**	**Area of Focus: Positive Culture and Environment: Other**				**$34,032.77**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	150	0631 - Burnett Middle School	UniSIG	1.0	$24,135.00
			Notes: Assistant Teacher BD Level to support small group instruction. The assistant will work specifically with students who are identified Tier 2 and 3 students.			
	5100	210	0631 - Burnett Middle School	UniSIG		$3,275.12
			Notes: Retirement			
	5100	220	0631 - Burnett Middle School	UniSIG		$1,496.37
			Notes: FICA			
	5100	220	0631 - Burnett Middle School	UniSIG		$349.96
			Notes: Medicare			

	5100	230	0631 - Burnett Middle School	UniSIG		$4,667.71
			Notes: Health Insurance			
	5100	230	0631 - Burnett Middle School	UniSIG		$14.48
			Notes: Life Insurance			
	5100	240	0631 - Burnett Middle School	UniSIG		$94.13
			Notes: Workers Compensation			
					Total:	**$273,202.19**

Budget Approval

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

No