Mclane Middle School

2023-24

Schoolwide Improvement Plan (SIP)

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Mclane Middle School

306 N KNIGHTS AVE, Brandon, FL 33510

[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.

All stakeholders will foster a collaborative culture to build a community of accountable critical thinkers to be successful members of society.

Provide the school's vision statement.

To build relationships through trust and mutual respect, with all stakeholders, in order to foster academic and emotional success for all students.

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
Dixon, Keisha	Principal	-Instructional Leader for curriculum, instruction and assessments - provide strategic direction in the school, Safety and Supervision, assess teaching and learning, monitor scholar achievement - lead parent involvement efforts -hire and retain staff, develop budgets, evaluate staff and -manage facilities for learning
Moore, Rebecca	SAC Member	- Helps to create SIP plan by involving all stake holders, using data to help drive decision making and collaborating with our business partners and volunteers in the communities that Mclane serves.
Clark, Danielle	Reading Coach	Assist all ELA teachers helping them to strengthen instructional practices that will yield higher student outcomes; leads and facilitates content focused PLCs and professional learning opportunities; work with struggling students to improve standards proficiency.

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 Advisory Council function to build connections between students, parents, community, and staff. Members collaborate on SIP development and engage in our school's academic achievement improves. SACs provide a structure for partnerships between the school and community to be built and then implemented in an intentional, action-oriented, and genuinely accountable manner. Principals, teachers, and school staff share information pertinent to students' academic success, and parents and community members provide critical feedback informed by their parental perspectives and unique expertise. All voices and viewpoints are welcomed at the table, the SACs are well-informed, site-specific, and innovative vehicles for academic transformation. Having a strong advisory in school contributes to a positive school climate and culture.

Keisha Dixon (Principal)
Andrew Wayman (APC)
Debra Micciche (APA)
Danielia Clark (Literacy Coach/SAL)
Patricia Woodside (Math Resources/SAL)
Vicky Perry-Aice (TTD)
Ronja Smith (Success Coach)
Carla Johnson (Success Coach)
Gretchen Lackey (Behavior Resource)
Anna Lyons (ESE Specialist)
Marilou Caligagan (ESOL Resource)
Simone Plaskett (School Counselor/FACE Ambassador/PFE Liaison)
Sammie Jones (Social Studies SAL)
Eric Johnson (Science SAL)
Rebecca Moore (SAC Chair)
OPEN (Business Member)
OPEN (Parent)
OPEN (Parent)
OPEN (Student)
OPEN (Student)

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 is monitor through monthly SAC Meeting and during MTSS-RTI Meetings on progress towards goals. Academic and Behavior Interventions/ Achievement are monitored through our schools Critical Teams (PLC, Student Services, SAL, Team Leaders, Instructional Coaches, FBA, IEP, and ILT)

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	88%

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	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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

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

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

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	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	99	117	124	340
One or more suspensions	0	0	0	0	0	0	28	66	78	172
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	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	14	50	51	115

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	120	100	53	273
Students retained two or more times	0	0	0	0	0	0	125	112	81	318

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	99	117	124	340
One or more suspensions	0	0	0	0	0	0	28	66	78	172
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	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	14	50	51	115

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	120	100	53	273
Students retained two or more times	0	0	0	0	0	0	125	112	81	318

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*	22	49	49	24	50	50	21		
ELA Learning Gains				39			31		
ELA Lowest 25th Percentile				37			29		
Math Achievement*	41	57	56	24	36	36	22		
Math Learning Gains				49			32		
Math Lowest 25th Percentile				56			34		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	18	44	49	18	52	53	21		
Social Studies Achievement*	54	66	68	45	58	58	39		
Middle School Acceleration	80	84	73	40	51	49	59		
Graduation Rate					46	49			
College and Career Acceleration					74	70			
ELP Progress	50	39	40	9	86	76	46		

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	44
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	265
Total Components for the Federal Index	6
Percent Tested	96
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	34
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	341
Total Components for the Federal Index	10
Percent Tested	96
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	14	Yes	4	4
ELL	46			
AMI				
ASN	50			
BLK	37	Yes	4	
HSP	43			
MUL	36	Yes	1	
PAC				
WHT	57			
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	24	Yes	3	3
ELL	30	Yes	3	1
AMI				
ASN				
BLK	29	Yes	3	1
HSP	37	Yes	1	
MUL	46			
PAC				
WHT	58			
FRL	34	Yes	2	

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	22			41			18	54	80			50
SWD	7			18			9	21			4	
ELL	18			43			21	52	93		6	50
AMI												
ASN	33			67							2	
BLK	17			34			11	50	75		5	
HSP	20			43			20	46	81		6	50
MUL	21			50							2	
PAC												
WHT	42			53			43	71	77		5	
FRL	19			39			17	51	83		6	56

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	24	39	37	24	49	56	18	45	40			9
SWD	9	31	30	9	35	44	2	34				
ELL	22	31	18	29	47	43	22	50				9
AMI												
ASN												
BLK	17	31	34	16	43	54	7	34	25			
HSP	26	40	34	27	54	56	27	48	41			12
MUL	39	63		32	50							
PAC												
WHT	42	55		40	55	80	50	71	69			
FRL	23	39	41	23	49	56	15	45	33			12

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	21	31	29	22	32	34	21	39	59			46
SWD	5	16	9	7	31	31	4	19				
ELL	15	35	28	23	36	32	8	42				46

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
AMI												
ASN	25	55		62	67							
BLK	12	24	30	10	24	34	14	30	50			
HSP	20	33	27	25	37	32	15	43	40			41
MUL	31	31		25	31							
PAC												
WHT	46	44		42	45		41	65	85			
FRL	18	30	30	18	29	33	17	36	47			46

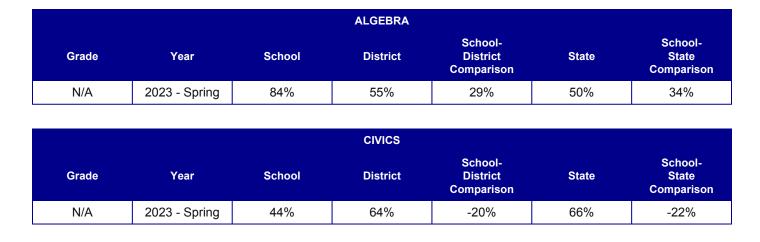**Grade Level Data Review– State Assessments (pre-populated)**
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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	19%	47%	-28%	47%	-28%
08	2023 - Spring	19%	44%	-25%	47%	-28%
06	2023 - Spring	21%	47%	-26%	47%	-26%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	43%	53%	-10%	54%	-11%
07	2023 - Spring	24%	36%	-12%	48%	-24%
08	2023 - Spring	42%	57%	-15%	55%	-13%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	18%	41%	-23%	44%	-26%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	84%	55%	29%	50%	34%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	44%	64%	-20%	66%	-22%

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.

Review of the 2022-2023 Data showed ELA as our lowest component. ELA had an overall drop of (-4). Grade level review of the data showed a 7-point drop for 6th grade, no change for 7th grade, and a 6-point drop for eight grade.

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

Review of the 2022-2023 Data showed ELA as our lowest component. ELA had an overall drop of (-4). Grade level review of the data showed a 7-point drop for 6th grade, no change for 7th grade, and a 6-point drop for eight grade.

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.

When compared to state average and district average there's a 25 % differential with the state and district achievement levels. Scores are below the state and district averages.

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

Review of the 2022-2023 Data showed Algebra as our highest improvement. Algebra increased by 29 points. We adjusted our Algebra scheduling to include extra period for student assistance and support. Teachers utilized a variety of source to assist students with understanding the concepts.

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

Reflecting on the 2022-2023 data we still have achievement gaps with our SWD and ELL subgroups. We will continue to implement a schoolwide comprehensive plan and addition resources and personnel support.

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

Our top priority is to support teachers around planning and lesson development and delivery. Second is provide on the job Professional Development in the areas of academics and ESE. Third is to implement a Tiered approached to managing students' academic and behavior needs. Fourth is to include Resiliency Lesson into our homeroom classes. Incorporate PBIS incentives to reward students' academic and behavior 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 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.

McLane will implement standard base lesson planning with task alignment and teaching to the complexity of the standard or benchmark. Teachers will continue to grow in planning to the depth of the standard and improve task alignment and progress monitoring student work. Student data will be the focal point of driving instruction.

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

By December 2023, at least 75% of all 6-8 teachers and by May 2024, at least 90% of all 6-8 teachers will implement standards-aligned lessons, developed during weekly collaborative planning sessions, as measured by the school's walkthrough look for documents.

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

Instructional Coaches & Administration will review data from previous weekly to identify trends and determine next steps in their meetings.

Person responsible for monitoring outcome:

Keisha Dixon (keisha.dixon@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.)

Conducted on a Weekly basis with 10-minute classroom walkthroughs. Facilitate PLCs Planning Session, Facilitate PD, Model Lesson, Provide Coaching Cycles

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

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

Hire Literacy Coach for the 2023-2024 School Year to support teacher in the work and model practice.

Person Responsible: Keisha Dixon (keisha.dixon@hcps.net)

By When: July 1st

Hire for Math Resource the 2023-2024 School Year to support teacher in the work and model practice.

Person Responsible: Keisha Dixon (keisha.dixon@hcps.net)

By When: July 1st

Hire Teacher Leader (.50) for the 2023-2024 School Year to support teacher in the work and model practice.

Person Responsible: Keisha Dixon (keisha.dixon@hcps.net)

By When: July 1st

Purchase Extra Period for Science (.16) and Social Studies SAL (.16) for the 2023-2024 School Year to support teacher in the work and model practice.

Person Responsible: Keisha Dixon (keisha.dixon@hcps.net)

By When: July 1st

Instructional Coaches will attend a weeklong training session around creating Look Fors, "Opportunity Myth" Article, Coaching Models.

Person Responsible: Keisha Dixon (keisha.dixon@hcps.net)

By When: June 20, 2023

Conduct School-wide Book-Study
"The Art of Coaching"
for Instructional Coaches, SAL, & Team Leads

Person Responsible: Keisha Dixon (keisha.dixon@hcps.net)

By When: June 20th

Conduct School-wide Book-Study
"Building Teacher Capacity for Success"
for Instructional Coaches, SAL, & Administration

Person Responsible: Keisha Dixon (keisha.dixon@hcps.net)

By When: June 20th

Conduct School-wide Book-Study & Professional Development
"Visible Learning"
for Instructional Coaches, SAL, & PLC Leaders

Person Responsible: Keisha Dixon (keisha.dixon@hcps.net)

By When: August 1st

Conduct School-wide Book-Study & Professional Development
"10 MindFrames for Leaders"
for Instructional Coaches, SAL, & PLC Leaders

Person Responsible: Keisha Dixon (keisha.dixon@hcps.net)

By When: August 1st

Conduct School-wide Book-Study & Professional Development
"Visible Learning Feedback"
for Administration

Person Responsible: Keisha Dixon (keisha.dixon@hcps.net)

By When: September 1st

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

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.

McLane Middle School will increase the awareness or acknowledgement of cultural differences and increase our behavior intervention strategies in order to build stronger relationships with our ESE and ELL students, which would alleviate the loss of instruction time due to behavior infractions.

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

We will decrease the OSS risk ratio for students with disabilities by 25% by the end of the 23-24 school year.

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

Student Services & Administration will review behavior and attendance data from previous weekly to identify trends and determine next steps in their meetings.
Quarterly review at MTSS-RTI Meeting

Person responsible for monitoring outcome:

Keisha Dixon (keisha.dixon@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.)

Implement and Monitor Tier 1 Behavior Interventions, Work with Team Leaders, Facilitate PD, Model Interventions or Strategies, Provide Coaching Cycles

Weekly

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

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

Student services team will implement PBIS and PBIS Incentives on a consistent basis.

Person Responsible: Keisha Dixon (keisha.dixon@hcps.net)

By When: September 1st

Student services will site based provide professional development for teachers in grades 6-8 for student engagement in learning. PBIS Incentives and Rewards will take place twice a month

Person Responsible: Keisha Dixon (keisha.dixon@hcps.net)

By When: September 1st

Hire for Behavior Resource the 2023-2024 School Year to implement Tier 1 Behavior Support in order to support teacher in the work and model practice support and model practice.

Person Responsible: Keisha Dixon (keisha.dixon@hcps.net)

By When: July 1st

Conduct School-wide Book-Study
"Don't Suspend Me"
for faculty and Staff

Person Responsible: Keisha Dixon (keisha.dixon@hcps.net)

By When: Oct 1st

Conduct School-wide Book-Study
"Respond to Intervention"
for MTSS-RTI and ILT Teams

Person Responsible: Keisha Dixon (keisha.dixon@hcps.net)

By When: August 1st

Conduct School-wide Book-Study
"Discipline with Dignity"
for faculty and Staff

Person Responsible: Keisha Dixon (keisha.dixon@hcps.net)

By When: January 1st

#3. Positive Culture and Environment specifically relating to Early Warning System

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.

Black students at McLane are 1.83 times more likely to receive an OSS and Students with disabilities at McLane are 1.19 times more likely to receive an OSS.

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

McLane Middle School will increase the awareness or acknowledgement of cultural differences and increase our behavior intervention strategies in order to build stronger relationships with our ESE and ELL students, which would alleviate the loss of instruction time due to behavior infractions. We will decrease the OSS risk ratio for students with disabilities by 25% by the end of the 23-24 school year. Risk ratios for OSS and ODR's for Black Students and SWD's will be 1.0. Attendance will improve for teachers and students.

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

Discipline data
Online point system
Committee agendas and sign in sheets
Sign in sheets for training and book study
Individual logs for the SWD's
Insights to Behavior plans
Fidelity checks on FBA/PBIP's
RTI Packet documentation

Person responsible for monitoring outcome:

Keisha Dixon (keisha.dixon@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.)

Hirer Behavior Resource, ESE Success Coach, and Paraprofessional (or TA) to implement Tier 1 Behavior Support in order to support teacher in the work and model practice.

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

Implement and Monitor Tier 1 Behavior Interventions, Work with Team Leaders, Facilitate PD, Model Interventions or Strategies, Provide Coaching Cycles Weekly

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.

Conduct School-wide Book-Study
"Don't Suspend Me"
for faculty and Staff

Person Responsible: Keisha Dixon (keisha.dixon@hcps.net)

By When: Oct. 2023-Dec. 2023

Conduct School-wide Book-Study
"Respond to Intervention"
for MTSS-RTI and ILT Teams

Person Responsible: Keisha Dixon (keisha.dixon@hcps.net)

By When: Aug. 2023-Oct. 2023

Conduct School-wide Book-Study
"Discipline with Dignity"
for faculty and Staff

Person Responsible: Keisha Dixon (keisha.dixon@hcps.net)

By When: Jan. 2024-Mar. 2024

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).

The school review resources to ensure they are aligned and allocated based on needs. The leadership team will meet weekly to review data and reassess if necessary.

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.

SIP Goals will be shared via school website as well as reviewed with parents at each SAC meeting. At each quarterly Conference Night our FACE Ambassador will share SIP Progress at our Parent Session.

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))

SIP Goals will be shared via school website as well as reviewed with parents at each SAC meeting. At each quarterly Conference Night our FACE Ambassador will share SIP Progress at our Parent Session. We will utilize student concerts and large school events as tool to share important information with families.

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))

Teachers implementing schoolwide procedures to align with the district instructional framework work for whole group and small group instruction. Instructional Coaches, SAL, and Administrators will use Look For's, in grades 6-8, to collect ELA, Science, Math, and History proficiency data on standard-aligned lessons. Conducted on a Weekly basis with 10-minute classroom walkthroughs. Facilitate PLCs Planning Session, Facilitate PD, Model Lesson, Provide Coaching Cycles. Instructional Coaches & Administration will review data from previous weekly to identify trends and determine next steps in their meetings.

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))

Student services will site based provide professional development for teachers in grades 6-8 for student engagement in learning. PBIS Incentives and Rewards will take place twice a month. Implement and Monitor Tier 1 Behavior Interventions, Work with Team Leaders, Facilitate PD, Model Interventions or Strategies, Provide Coaching Cycles. Student Services & Administration will review behavior and attendance data from previous weekly to identify trends and determine next steps in their meetings.

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				$258,178.20
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	130	0322 - Mclane Middle School	UniSIG	1.0	$71,044.48
			Notes: The school will purchase a Literacy Coach to focus on coaching, modeling, and lesson planning with teachers. The Literacy Coach planning sessions will focus on standards and task alignment.			
	6400	210	0322 - Mclane Middle School	UniSIG		$9,640.74

			Notes: Retirement			
	6400	220	0322 - Mclane Middle School	UniSIG		$4,404.76
			Notes: FICA			
	6400	220	0322 - Mclane Middle School	UniSIG		$1,030.14
			Notes: Medicare			
	6400	230	0322 - Mclane Middle School	UniSIG		$13,546.60
			Notes: Health Insurance			
	6400	230	0322 - Mclane Middle School	UniSIG		$42.03
			Notes: Life Insurance			
	6400	240	0322 - Mclane Middle School	UniSIG		$277.07
			Notes: Workers Compensation			
	5100	520	0322 - Mclane Middle School	UniSIG		$7,000.00
			Notes: The school will purchase software to support the needs of each student in ELA, Math, Science and Social Studies. The school will purchase IXL, Penda, and Iready.			
	5100	520	0322 - Mclane Middle School	UniSIG		$3,512.72
			Notes: The school will purchase USA Test Prep to support students learning in Civics as well as additional supplemental materials that will support students learning.			
	5100	330	0322 - Mclane Middle School	UniSIG		$9,000.00
			Notes: The students in grades 6-8 will attend a fieldtrip to focus on STEM. The fieldtrip will provide experiences in learning about Motion, Cardiovascular system, Physics, Probability, and Engineering. The cost is $15 per student. 6th grade students - 150, 7th grade students - 200, and 8th grade students - 250. Each grade level will participate in the fieldtrip at different times of the year that correlates to the standard they are learning.			
	7800	390	0322 - Mclane Middle School	UniSIG		$2,700.00
			Notes: Transportation to support fieldtrip - 3 buses per grade level at a cost of $300 per bus			
	6300	120	0322 - Mclane Middle School	UniSIG		$12,334.51
			Notes: Planning time will be held after school and facilitated by academic resource teachers. This will allow teachers to increase their understanding of the standards as well as develop specific plans to meet the needs of all students. The planning will have a total of 40 teachers at a rate of $38 for 2 hours a week for 5 weeks.			
	6300	210	0322 - Mclane Middle School	UniSIG		$1,673.79
			Notes: Retirement			
	6300	220	0322 - Mclane Middle School	UniSIG		$764.74
			Notes: FICA			

	6300	220		0322 - Mclane Middle School	UniSIG		$178.85
				Notes: Medicare			
	6300	240		0322 - Mclane Middle School	UniSIG		$48.10
				Notes: Workers Compensation			
	6400	120		0322 - Mclane Middle School	UniSIG		$7,922.74
				Notes: The 48 staff will have attend 4 training sessions at 4 hours per training at a rate of $15. The training will support the work understanding standards and task alignment.			
	6400	210		0322 - Mclane Middle School	UniSIG		$1,075.12
				Notes: Retirement			
	6300	220		0322 - Mclane Middle School	UniSIG		$491.21
				Notes: FICA			
	6300	220		0322 - Mclane Middle School	UniSIG		$114.88
				Notes: Medicare			
	6300	240		0322 - Mclane Middle School	UniSIG		$30.90
				Notes: Workers Compensation			
	5100	510		0322 - Mclane Middle School	UniSIG		$15,523.81
				Notes: The school will purchase supplies for teachers to support students with their learning. The school will purchase notebook paper, pens, pencils, notebooks, file folders, two pocket folders, dividers, colored pencils, highlighters, chart paper, composition notebooks, crayons, and markers.			
	5100	519		0322 - Mclane Middle School	UniSIG		$3,000.00
				Notes: The school will purchase headphones, toner, thumb drives, adapters to support students with laptops while in small group instruction.			
	5100	120		0322 - Mclane Middle School	UniSIG	1.0	$56,643.84
				Notes: Behavior Resource Teacher will lead and support student services in academic achievement for grades 6th through 8th. They will facilitate the student services meeting to ensure that our students have Tier 1 supports in place for academics, behavior, and attendance.			
	5100	210		0322 - Mclane Middle School	UniSIG		$7,686.57
				Notes: Retirement			
	5100	220		0322 - Mclane Middle School	UniSIG		$3,511.92
				Notes: FICA			
	5100	220		0322 - Mclane Middle School	UniSIG		$821.31

	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			Notes: Medicare			
	5100	230	0322 - Mclane Middle School	UniSIG		$10,954.92
			Notes: Health Insurance			
	5100	230	0322 - Mclane Middle School	UniSIG		$33.99
			Notes: Life Insurance			
	5100	240	0322 - Mclane Middle School	UniSIG		$220.91
			Notes: Workers Compensation			
	5100	520	0322 - Mclane Middle School	UniSIG		$12,947.55
			Notes: The school will purchase 7-mindsets for grades 6th -8th. The subscription will be used to support students and teachers to develop different solutions that will have an impact on their learning. The goal is to increase student achievement, attendance, and behavior.			
2	**III.B.**	**Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups**				**$98,769.72**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	120	0322 - Mclane Middle School	UniSIG	1.0	$70,044.48
			Notes: Behavior will lead and support student services in academic achievement for grades 6th through 8th. They will facilitate the student services meeting to ensure that our students have Tier 1 supports in place for academics, behavior, and attendance.			
	5100	210	0322 - Mclane Middle School	UniSIG		$9,505.04
			Notes: Retirement			
	5100	220	0322 - Mclane Middle School	UniSIG		$4,342.76
			Notes: FICA			
	5100	220	0322 - Mclane Middle School	UniSIG		$1,015.64
			Notes: Medicare			
	5100	230	0322 - Mclane Middle School	UniSIG		$13,546.60
			Notes: Heath Insurance			
	5100	230	0322 - Mclane Middle School	UniSIG		$42.03
			Notes: Life In			
	5100	240	0322 - Mclane Middle School	UniSIG		$273.17
			Notes: Workers Compensation			
3	**III.B.**	**Area of Focus: Positive Culture and Environment: Early Warning System**				**$0.00**
					Total:	**$356,947.92**

Budget Approval

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

No