

Hillsborough County Public Schools

# Monroe Middle Magnet School



2023-24

Schoolwide Improvement Plan (SIP)

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## Monroe Middle Magnet School

4716 W MONTGOMERY AVE, Tampa, FL 33616

[ 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.**

Provide a collaborative culture that aims to develop internationally minded and compassionate life-long learners.

**Provide the school's vision statement.**

To empower students with globally minded skills that allow them to create a positive impact throughout the world.

### 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
Jahn, Kimberly	Principal	Leads ILT in development of SIP, supervises all faculty and staff, provides coaching to teachers in need of support, conducts classroom walkthroughs and observations, parent/family relations, in charge of overall functioning of the school
Franks, Tjuna	Assistant Principal	Co-facilitates ILT, conducts classroom walkthroughs and observations, provides support to teachers, student discipline, parent/family relations, co-administrator on duty in absence of principal.
Williams, Melvin	Assistant Principal	Co-facilitates ILT, conducts classroom walkthroughs and observations, provides support to teachers, student discipline, parent/family relations, co-administrator on duty in absence of principal.
Waller, Kelly	Teacher, K-12	classroom instruction, facilitator of Literacy PLC, 7th grade Team Leader
Gray, Antonio	Teacher, Career/ Technical	Electives team leader, facilitates electives PLC, classroom instruction
Jones, Annie	SAC Member	SAC Chair, classroom instruction
Montano-Perez, Ruben	Teacher, K-12	facilitate Science PLC, 8th grade team leader, classroom instruction
Ortiz, Sara	Reading Coach	Teacher support for Literacy, walkthroughs, planning with Literacy PLC, classroom instruction
Pettit, Katherine	Instructional Media	maintains media center, reviews classroom libraries, morning show
Washington, Franca	Behavior Specialist	leads school wide PBIS initiatives, student clubs, FACE Ambassador, parent/family relations, student behavioral support, classroom management support
Winters, Valene	Teacher, ESE	ESE student and teacher support, classroom walkthroughs, IEP meetings, case management support, parent/family relations

### 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 SIP was first drafted by the Instructional Leadership Team (ILT). The draft was then presented to the entire faculty and staff during pre-planning to garner additional input. Lastly, the draft SIP was reviewed by SAC, including students and parents, prior to finalization and submission to the state.

**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 built into every agenda for ILT meetings. All work within the ILT will stem from the overarching areas of focus as listed in the SIP. Based on instructional outcomes and student progress, adjustments will be made to the SIP as needed,

**Demographic Data**  
Only ESSA identification and school grade history updated 3/11/2024

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	75%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%
<b>Charter School</b>	No
<b>RAISE School</b>	No
<b>ESSA Identification</b> *updated as of 3/11/2024	CSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	Yes
<b>2021-22 ESSA Subgroups Represented</b> (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)*
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: D 2019-20: C 2018-19: C 2017-18: C
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

**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	0
One or more suspensions	0	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	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	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	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	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	0
Students retained two or more times	0	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	41	49	45	135
One or more suspensions	0	0	0	0	0	0	16	33	44	93
Course failure in ELA	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	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	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	7	21	25	53

**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	0
Students retained two or more times	0	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	41	49	45	135
One or more suspensions	0	0	0	0	0	0	16	33	44	93
Course failure in ELA	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	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	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	7	21	25	53

**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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

**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*	36	49	49	38	50	50	39		
ELA Learning Gains				39			38		
ELA Lowest 25th Percentile				28			29		
Math Achievement*	25	57	56	30	36	36	31		
Math Learning Gains				30			29		
Math Lowest 25th Percentile				29			23		
Science Achievement*	25	44	49	36	52	53	36		
Social Studies Achievement*	49	66	68	46	58	58	42		
Middle School Acceleration	33	84	73	61	51	49	69		
Graduation Rate					46	49			
College and Career Acceleration					74	70			
ELP Progress	31	39	40	40	86	76	57		

\* 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	33
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	7
Total Points Earned for the Federal Index	199
Total Components for the Federal Index	6

2021-22 ESSA Federal Index	
Percent Tested	94
Graduation Rate	

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	377
Total Components for the Federal Index	10
Percent Tested	98
Graduation Rate	

**ESSA Subgroup Data Review (pre-populated)**

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	12	Yes	4	4
ELL	25	Yes	2	1
AMI				
ASN	35	Yes	1	
BLK	13	Yes	4	2
HSP	40	Yes	1	
MUL	30	Yes	2	1
PAC				
WHT	50			
FRL	25	Yes	2	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	14	Yes	3	3
ELL	36	Yes	1	
AMI				
ASN				
BLK	20	Yes	3	1
HSP	45			
MUL	35	Yes	1	
PAC				
WHT	50			
FRL	31	Yes	1	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	36			25			25	49	33			31
SWD	6			16			5	22			4	
ELL	23			23			20	30			5	31
AMI												
ASN	40			30							2	
BLK	21			8			14	11	10		5	
HSP	36			29			28	69	50		6	30
MUL	39			14			8	60			4	
PAC												
WHT	54			48			41	70	37		5	
FRL	28			16			16	33	26		6	29

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	38	39	28	30	30	29	36	46	61			40
SWD	6	13	16	10	16	20	13	18				
ELL	28	52	50	26	38		20					40
AMI												
ASN												
BLK	20	24	19	13	18	20	15	32				
HSP	43	42	54	32	39	50	43	33	73			
MUL	39	41		29	21		45					
PAC												
WHT	52	50	29	48	37	47	61	59	63			
FRL	28	32	28	21	27	27	25	37	52			

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	39	38	29	31	29	23	36	42	69			57
SWD	11	20	14	5	18	19	6	16				
ELL	29	38	35	21	37	38	33	15				57
AMI												
ASN												
BLK	21	26	25	12	20	17	3	26				
HSP	39	43	32	26	29	32	34	31	73			54
MUL	44	34		35	29			45				
PAC												
WHT	58	49	40	57	37	10	61	75	75			
FRL	32	34	28	21	25	24	27	33	61			54

**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	40%	47%	-7%	47%	-7%
08	2023 - Spring	25%	44%	-19%	47%	-22%
06	2023 - Spring	33%	47%	-14%	47%	-14%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	30%	53%	-23%	54%	-24%
07	2023 - Spring	15%	36%	-21%	48%	-33%
08	2023 - Spring	30%	57%	-27%	55%	-25%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	23%	41%	-18%	44%	-21%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	48%	55%	-7%	50%	-2%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	62%	*	63%	*

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.**

We continue to show the need for improvement in math. Our accelerations score, which includes Algebra, also decreased this year. Our math department suffered the loss of 2 teachers and our Math Coach last year. Hiring math teachers was set as a priority this summer. At the start of the school year, all 3 math positions have been filled.

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

We continue to show the need for improvement in math. Our accelerations score, which includes Algebra, also decreased this year. Our math department suffered the loss of 2 teachers and our Math Coach last year. Hiring math teachers was set as a priority this summer. At the start of the school year, all 3 math positions have been filled.

**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.**

Math shows the greatest gap. We have plans to provide individual coaching to our 3 math teachers, 2 of which are brand new.

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

Our 7th grade science scores showed the most improvement. This teacher formed positive relationships with his students, and they performed for him. The decision was made, and the teacher agreed, to loop him up with his current students. He is now teaching 8th grade science this year and continuing the great work he started with his students last year.

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

We need to focus on attendance this year. We did not have a full time SSW last year and it impacted our ability to support families with attendance. We also need to continue to improve our discipline data. Continuing to implement a school wide PBIS system is priority.

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

We are prioritizing modeling direct instruction in the classroom and using frequent checks for understanding throughout the lesson. All content areas will be focused on.

**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.

Employ high leverage instructional practices/structures that allow students to master grade level benchmarks/standard.

**Measurable Outcome:**

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

Monroe Middle School will increase proficiency in each content area (ELA, Math, Science, and Civics) by 5%.

**Monitoring:**

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

Frequent classroom walkthroughs with timely, targeted feedback; Classroom Observations; Coaching Cycles with Literacy and Math Coach; Student Data Reviews

**Person responsible for monitoring outcome:**

Kimberly Jahn (kimberly.jahn@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.)

1. Purposeful Collaborative Planning
2. Instructional Coaching
3. Frequent Feedback with Follow-up
4. Professional Development

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Research indicates that quality instruction provided by skilled teachers shows the highest positive impact on student academic improvement and gains. Feedback is also shown to focus efforts of said teachers to provide as they strive to improve their practice each day. Coaching is also proven to create a collaborative, versus a "punitive/gotcha" culture which allows teacher to feel comfortable taking risks and growing their skill set.

**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 Classroom Look Fors

**Person Responsible:** Kimberly Jahn (kimberly.jahn@hcps.net)

**By When:** September 1

Create a weekly planning document for use during collaborative planning sessions.

**Person Responsible:** Sara Ortiz (sara.ortiz@hcps.net)

**By When:** September 1

Create Coaching schedule for teachers in need of individual support.

**Person Responsible:** Kimberly Jahn (kimberly.jahn@hcps.net)

**By When:** September 15

Finalize and begin using electronic walkthrough form.

**Person Responsible:** Kimberly Jahn (kimberly.jahn@hcps.net)

**By When:** September 15

The math resource teacher will model and co-plan lessons for standards aligned tasks with all math teachers in grades 6th through 8th. the math resource teacher will facilitate PLC and planning to ensure best instructional practices.

**Person Responsible:** Kimberly Jahn (kimberly.jahn@hcps.net)

**By When:** August-May

**#2. 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.

Due to the unique situation of our school being in its final year (closing after the 23-24 school year) it is vital that teacher retention be a top priority. Our students are already nervous about what is to come. Having consistent teachers in front of them will help the process.

**Measurable Outcome:**

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

Monroe Middle School will maintain 98% of its current instructional faculty for the entire 23-24 school year.

**Monitoring:**

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

Teacher attendance will be monitored. Several surveys will also be conducted throughout the year to allow teachers to provide feedback relative to feeling supported.

**Person responsible for monitoring outcome:**

Kimberly Jahn (kimberly.jahn@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.)

Evidence indicates that individual teacher coaching provides support to teachers and makes them feel valued. This method will be in place during the school year. This will be accomplished through hiring of a Math Coach and Title One Aide. These positions will provide additional support to our teachers throughout the school year.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

We need to make sure our teachers feel valued and supported throughout the year.

**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.

Add Math Coach position and Aide Position to UniSIG budget to assist in supporting teachers.

**Person Responsible:** Kimberly Jahn (kimberly.jahn@hcps.net)

**By When:** August 2

Assign level of support tiers (1-3) to all teachers

**Person Responsible:** Kimberly Jahn (kimberly.jahn@hcps.net)

**By When:** September 1

Implement monthly or weekly coaching sessions

**Person Responsible:** Kimberly Jahn (kimberly.jahn@hcps.net)

**By When:** September 15 and ongoing

Add Math Coach position to UniSIG budget to assist in supporting teachers.

**Person Responsible:** Kimberly Jahn (kimberly.jahn@hcps.net)

**By When:** August 2

Create a schedule for the Title One Aide to provide classroom support to teachers to enhance student learning.

**Person Responsible:** Kimberly Jahn (kimberly.jahn@hcps.net)

**By When:** September 1

### 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).

## 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.

A thorough review of the SIP, UniSIG budget and SWP will be conducted at the first SAC meeting scheduled for 8-16-23. SAC will vote on approving our SIP and will continue to support its implementation throughout the school year.

**Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.**

List the school's webpage\* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Our FACE Ambassador, Mrs. Washington, is working diligently to increase family connections at Monroe. She has scheduled a parent learning session on "The Middle School Mind" to be presented at quarter one conference night and has plans for many other engaging activities.

**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)**

We continue to improve the effectiveness of our classroom instruction through professional development, coaching cycles of support with teachers, frequent actionable feedback, and classroom observations. Our Instructional Leadership Team meets twice per month to monitor progress and discuss supports for teachers. This team also drives the work of our PLCs and common team planning. The Student Services Team meets to discuss students supports through MTSS/Rti.

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

N/A

### Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

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

Our district has partnered with Hazel Health to offer a virtual mental health counseling service to our students. Some of our students are receiving services from Cove Behavioral Health. Our School Counselor and School Social Worker have developed a system for students to request time to meet. Referrals to outside agencies, including, but not limited to those listed above, are made by our School Counselor or SSW.

**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))**

We decided to bring AVID back to our school this year in order to start building a strong foundation, for a majority of our students, of skills needed for post-secondary success. There are also several fieldtrips planned, including a tour of a district technical college, one of many options for our students after high school graduati

**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).**

We implement a school wide PBIS system, tracked using an electronic platform, and consistently hold all students accountable for their behavior. By focusing on positive behaviors, we plan to see a decrease in the need to disciplinary action. We also host Girl Scouts and "Champions for Life" (boy's club) and are introducing All Pro Dads this year. Use of a Behavior Resource Teacher, who works closely with our APs and School Counselor, also allows for more proactive and less reactive strategies when addressing student behavior. All students select and participate in an interest club each month. Intermural sports are also highly encouraged to increase student connection to the school community. Student Government also meets monthly and provides recommendations to administration and ILT for improving school culture.

**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))**

Professional development during pre-planning will include a session taught by MGT coaches around the importance of common instructional language used consistently across all contents. One early release Monday per month will also be utilized for ongoing PD.

**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: Benchmark-aligned Instruction				\$183,285.15
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	120	2362 - Monroe Middle Magnet School	UniSIG	1.0	\$61,997.76
			<i>Notes: The math resource teacher will model and co-plan lessons for standards aligned tasks with all math teachers in grades 6th through 8th. the math resource teacher will facilitate PLC and planning to ensure best instructional practices.</i>			
	5100	210	2362 - Monroe Middle Magnet School	UniSIG		\$8,413.10
			<i>Notes: Retirement</i>			
	5100	220	2362 - Monroe Middle Magnet School	UniSIG		\$3,843.86
			<i>Notes: FICA</i>			
	5100	220	2362 - Monroe Middle Magnet School	UniSIG		\$898.97
			<i>Notes: Medicare</i>			
	5100	230	2362 - Monroe Middle Magnet School	UniSIG		\$11,990.37
			<i>Notes: Health Insurance</i>			
	5100	230	2362 - Monroe Middle Magnet School	UniSIG		\$37.20
			<i>Notes: Life Insurance</i>			
	5100	240	2362 - Monroe Middle Magnet School	UniSIG		\$241.79
			<i>Notes: Workers Compensation</i>			
	5100	510	2362 - Monroe Middle Magnet School	UniSIG		\$9,476.25

			<i>Notes: The school will purchase supplies for teachers and students to support their learning. The school will purchase notebooks, paper, pens, pencils, file folders, two pocket folders, dividers, colored pencils, highlighters, chart paper, composition notebooks, and markers.</i>		
	5100	520	2362 - Monroe Middle Magnet School	UniSIG	\$5,500.00
			<i>Notes: Purchase supplemental materials (USA Test Prep and Gateway Civics books) to support learning and students' understanding of the standards.</i>		
	5100	510	2362 - Monroe Middle Magnet School	UniSIG	\$5,000.00
			<i>Notes: Purchase science manipulatives to support learning. The school will purchase for science: thermometers, hand lens, forceps, tape measures, stop watches, scales, graduated cylinders, eye droppers, mirror flashlights.</i>		
	5100	520	2362 - Monroe Middle Magnet School	UniSIG	\$8,000.00
			<i>Notes: Purchase Hand2Mind math manipulative for each student in small group instruction. The kit includes both the fundamentals and innovative manipulatives that are key to effectively teaching math in grades 6th through 8th.</i>		
	5100	644	2362 - Monroe Middle Magnet School	UniSIG	\$10,398.00
			<i>Notes: Purchase 25 student laptops (\$415.88) to support small group instructions during the day or after school tutorial.</i>		
	5100	644	2362 - Monroe Middle Magnet School	UniSIG	\$8,247.20
			<i>Notes: Purchase 10 teacher laptops (\$824.72) to support the additional new technology in classrooms for students' learning.</i>		
	6300	120	2362 - Monroe Middle Magnet School	UniSIG	\$39,715.07
			<i>Notes: Teacher will receive additional planning time to support their understanding of the standards which will increase their ability to engage students at a higher level.</i>		
	6300	210	2362 - Monroe Middle Magnet School	UniSIG	\$5,389.34
			<i>Notes: Retirement</i>		
	6300	220	2362 - Monroe Middle Magnet School	UniSIG	\$2,462.33
			<i>Notes: FICA</i>		
	6300	220	2362 - Monroe Middle Magnet School	UniSIG	\$575.87
			<i>Notes: Medicare</i>		
	6300	240	2362 - Monroe Middle Magnet School	UniSIG	\$154.89
			<i>Notes: Workers Compensation</i>		
	5100	520	2362 - Monroe Middle Magnet School	UniSIG	\$943.15
			<i>Notes: Purchase supplemental materials (USA Test Prep and Gateway Civics books) to support learning and students' understanding of the standards.</i>		
<b>2</b>	<b>III.B.</b>	<b>Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment</b>			<b>\$0.00</b>

	<b>Total:</b> <b>\$183,285.15</b>
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**Budget Approval**

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

No