

Hillsborough County Public Schools

# Sligh Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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## Sligh Middle School

2011 E SLIGH AVE, Tampa, FL 33610

[ 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.**

To provide an educational community for students to become Positive, Respectful, Innovators, Determined for Excellence (P.R.I.D.E)!

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

We support the District's vision of :

Preparing Students for Life and are working to ensure that our students leave our school equipped with the tools they need to graduate on time.

With that in mind, we have developed the following Vision for our school:  
Creating a Culture of Excellence to ensure student success.

### 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
Brown, Angela M	Principal	The Principal is responsible for the instructional direction and vision of the school, which includes all programs and initiatives. The Principal will provide a common vision for the use of data-based decision-making; shape a vision of academic success for all students; create a climate conducive to education; cultivate leadership in others; manage staff; review data and action plans; as well as improve school leadership.
Simms, Norrishawn	SAC Member	SAC Chair Develop SAC Work with SAC and school staff to ensure implementation of SIP Assist with editing the SI
Scott, Brittnee	Assistant Principal	Assistant Principal is responsible for supporting the vision and instructional goals established, supporting teachers, participating in community/parent outreach, directly supervising and evaluating teachers and effective instruction, and all other duties assigned by the Principal. Primary responsibility is the supervision, discipline, and monitoring of students. The Assistant Principal, under the direction of the Principal, implements and enforces school board policies, administrative rules, and regulations. In the absence of the Principal, the Assistant Principal(s) shall assume the duties and responsibilities of the Principal. The Assistant Principal(s) will work cooperatively with the District, support district-wide goals and initiatives, and be held directly accountable to the Principal.
Davis, Marcus	Science Coach	The instructional coach meets monthly with department chairs to support the vision and instructional goals established by the Principal. Members will also support classroom teachers, participate in staff development, and assist in all areas requests and duties assigned by the Principal.
Herring, Jessica	Reading Coach	The instructional coach meets monthly with department chairs to support the vision and instructional goals established by the Principal. Members will also support classroom teachers, participate in staff development, and assist in all areas requests and duties assigned by the Principal.
Meeks, Jarvis	Math Coach	The instructional coach meets monthly with department chairs to support the vision and instructional goals established by the Principal. Members will also support

Name	Position Title	Job Duties and Responsibilities
		classroom teachers, participate in staff development, and assist in all areas requests and duties assigned by the Principal.
Berry, Aaron	Assistant Principal	Assistant Principal is responsible for supporting the vision and instructional goals established, supporting teachers, participating in community/parent outreach, directly supervising and evaluating teachers and effective instruction, and all other duties assigned by the Principal. Primary responsibility is the supervision, discipline, and monitoring of students. The Assistant Principal, under the direction of the Principal, implements and enforces school board policies, administrative rules, and regulations. In the absence of the Principal, the Assistant Principal(s) shall assume the duties and responsibilities of the Principal. The Assistant Principal(s) will work cooperatively with the District, support district-wide goals and initiatives, and be held directly accountable to the Principal.
Kuzmicki, Toni	Magnet Coordinator	Magnet Coordinator Culture and Climate Coordinator Collaborates with Administrators to build on Cultural Goals Communicates with Stakeholders, business partners, family members and school leaders to implement school instructional priorities.
		Administrative RTI Resource
Wong, Daphney	Administrative Support	Assists with Faculty Development, School Organization, Instructional Plan Implementation Promotes safe, inclusive, effective learning environments. Assists administration in decision making based on vision, mission, and improvement priorities using school and student data.
Miller, Natanya	Instructional Coach	The instructional coach meets monthly with department chairs to support the vision and instructional goals established by the Principal. Members will also support classroom teachers, participate in staff development, and assist in all areas requests and duties assigned by the Principal.

### 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.



A parent student culture & climate survey was administered during the 2022-2023 academic year. This survey allowed stakeholders to give input to help formulate the goal for the Instructional Priority related to organizational culture. Instructional Priorities related to academic improvement and differentiation was developed by the administrative team based on a data review.

### 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))

During the SAC meetings, Instructional Leadership Meetings, and BSI (Bureau of School Improvement) reviews all instructional goals will be discussed and data will be shared to ensure we are monitoring and revising as necessary to meet our goals.

### 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>	92%
<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: D
<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	63	66	62	191	
One or more suspensions	0	0	0	0	0	0	24	78	78	180	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	5	1	6	
Course failure in Math	0	0	0	0	0	0	0	2	15	17	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	29	68	59	156	
Level 1 on statewide Math assessment	0	0	0	0	0	0	36	64	46	146	
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	54	79	91	224

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

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

#### **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	67	49	77	193	
One or more suspensions	0	0	0	0	0	0	16	46	70	132	
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	73	78	101	252	
Level 1 on statewide Math assessment	0	0	0	0	0	0	100	79	94	273	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	21	16	23	60	

**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	24	62	40	126

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	1	13	3	17
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	67	49	77	193	
One or more suspensions	0	0	0	0	0	0	16	46	70	132	
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	73	78	101	252	
Level 1 on statewide Math assessment	0	0	0	0	0	0	100	79	94	273	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	21	16	23	60	

**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	24	62	40	126

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	1	13	3	17
Students retained two or more times	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*	27	49	49	24	50	50	23		
ELA Learning Gains				35			28		
ELA Lowest 25th Percentile				35			26		
Math Achievement*	34	57	56	24	36	36	17		
Math Learning Gains				42			31		
Math Lowest 25th Percentile				54			53		
Science Achievement*	19	44	49	27	52	53	19		
Social Studies Achievement*	42	66	68	45	58	58	44		
Middle School Acceleration	55	84	73	77	51	49	65		
Graduation Rate					46	49			
College and Career Acceleration					74	70			
ELP Progress	22	39	40	34	86	76	26		

*\* 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	5
Total Points Earned for the Federal Index	199
Total Components for the Federal Index	6

**2021-22 ESSA Federal Index**

Percent Tested	97
Graduation Rate	

**2021-22 ESSA Federal Index**

ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	397
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	6	Yes	4	4
ELL	24	Yes	4	1
AMI				
ASN				
BLK	29	Yes	4	1
HSP	43			
MUL	47			
PAC				
WHT	36	Yes	2	
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	14	Yes	3	3
ELL	39	Yes	3	
AMI				
ASN				
BLK	34	Yes	3	
HSP	50			
MUL	35	Yes	1	
PAC				
WHT	33	Yes	1	
FRL	39	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	27			34			19	42	55			22
SWD	9			7			9	0			4	
ELL	20			35			22	23			5	22
AMI												
ASN												
BLK	21			27			13	35	47		5	
HSP	37			45			36	59	60		6	18
MUL	44			50							2	
PAC												
WHT	32			41			25	47			4	
FRL	26			33			18	38	55		6	24

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	35	35	24	42	54	27	45	77			34
SWD	0	16	28	3	21	35	5	6				
ELL	19	39	48	20	44	60	38	46				34
AMI												
ASN												
BLK	15	29	27	15	39	50	18	33	83			
HSP	39	42	50	42	51	64	43	61	70			40
MUL	40			30								
PAC												
WHT	32	37		24	34		36					
FRL	24	36	35	23	41	53	26	44	74			32

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	23	28	26	17	31	53	19	44	65			26
SWD	3	19	22	6	33	50	4	17				
ELL	24	43	42	19	28	44	15	48				26
AMI												
ASN												
BLK	14	20	25	11	31	60	9	35	52			
HSP	37	43	39	25	28	44	33	53	71			41
MUL	27	18		20	20							
PAC												
WHT	35	31		37	41		46	60				
FRL	23	28	26	17	30	52	18	42	64			27

### 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	27%	47%	-20%	47%	-20%
08	2023 - Spring	20%	44%	-24%	47%	-27%
06	2023 - Spring	23%	47%	-24%	47%	-24%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	31%	53%	-22%	54%	-23%
07	2023 - Spring	18%	36%	-18%	48%	-30%
08	2023 - Spring	45%	57%	-12%	55%	-10%

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	67%	55%	12%	50%	17%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	41%	64%	-23%	66%	-25%

### 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.**

Reading and ELA was the lowest due to all students scoring a level 1 in ELA. There were vacancies for all subject areas and low teacher attendance.



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

Algebra showed the greatest decline. The math coach was placed into class and taking on several classrooms which was a lack of the amount of available support from the previous school year.

**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.**

8th grade reading showed the largest gap when compared to the State average. Sligh Middle School -58 points below the state average and -56 points below the district average. The contributing factor to this disparity was due to teacher attendance.

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

Math had the greatest improvement, hiring highly effective math teachers that specialize in their content area. Tiered teacher support provided by the math coaches created improvement in these areas.

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

Attendance, due to having 191 students being absent 10% or more. As well as behavior, with 180 students having one suspension or more.

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

1. Align class instruction and depth of the student tasks to State Mandated Standards.
2. Utilize data to drive differentiation (small groups) within a lesson.
3. Decrease the number of incidents that result in students losing instructional time through a targeted MTSS/RTI system.

### **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.

Observation data from the 2022-2023 school year reflected a lack of intentionality behind why teachers chose a specific task/activity. The learning objective was not aligned to the instructional strategy being used. Teachers either assigned a task that did not relate to the standard or did not assess the students based on the standard.

**Measurable Outcome:**

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

100% of content teachers will utilize district and state resources such as curriculum guides and item test specs to identify standard limitations and in order to plan for misconceptions of the lesson.

**Monitoring:**

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

During PLCs Instructional Coaches will monitor teacher organization and planning, while emphasizing the commitment to this area of focus and providing support to locate district and state resources. During Instructional Leadership Meetings administration and academic coaches will monitor student assessments through F.A.S.T progress monitoring and district interim assessment comparative data. Further monitoring will take place during classroom walkthroughs and observations, administrators and academic coaches will check for written objectives and teacher implementation of aligned tasks with these learning objectives.

**Person responsible for monitoring outcome:**

Angela M Brown (angelam.brown@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.)

Side-by-side instructional coaching of teachers

PLCs and planning focuses on professional learning around "the how" of the lesson (data grouping of students, use of district resources and teaching guides, etc.), not just "the what" of the lesson (district provided curriculum).

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

PLCs and planning focus on "the how" of the lesson implementation. The results of these PLCs, planning sessions along with observation data have shown teachers how to assign standards with grade-level tasks and how to write grade level appropriate objectives with high reliability and fidelity.

**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 2 - Moderate Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

### Action Steps to Implement

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

The math resource teacher will model and co-plan lessons for standards aligned task with all math teachers grades 6-8. The math resource teacher will facilitate PLC and planning sessions to support clarity around standards.

**Person Responsible:** Angela M Brown (angelam.brown@hcps.net)

**By When:** August-May

The Success Coach will lead Tier 1 academic and behavior interventions for students in need based on retentions, core course failures, and discipline referrals. The Success Coach will support teachers with small group instruction based on assessment data.

**Person Responsible:** Angela M Brown (angelam.brown@hcps.net)

**By When:** Ongoing

Planning sessions will be held after school to support the work of teacher clarity with standards and task alignment. The planning sessions will be held for 25 teachers at a rate of \$38 for 4 hours per week for 8 weeks.

**Person Responsible:** Brittnee Scott (brittnee.scott@hcps.net)

**By When:** Ongoing

**#2. Instructional Practice specifically relating to Differentiation****Area of Focus Description and Rationale:**

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

Based on how students were placed in heterogeneous classrooms, there was no consideration for individual student levels. Students were not receiving differentiation based on their level of understanding throughout content areas. This did not allow opportunities for student growth because there was an absence of scaffolding based on individual student needs and achievement levels.

**Measurable Outcome:**

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

100% of content teachers will ensure fluidity based on student proficiency by standard creating homogenous small groups. 100% of content teachers will continue to progress monitor throughout their curriculum to ensure small groups are based on the student's current level of proficiency.

**Monitoring:**

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

Monitoring will take place during classroom walkthroughs and observations; administrators and academic coaches will check for implemented structured small group instruction using differentiation and scaffolded lessons. Further monitoring will take place by Academic Coaches and Administrators reviewing teachers' documentation of their small groups plans during PLCs.

**Person responsible for monitoring outcome:**

Brittnee Scott (brittnee.scott@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.)

Classroom Walkthroughs and Observations  
Teacher Documented Lesson Plans

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Classroom observations gives an "on the spot" snapshot of the implementation and effectiveness of small group instruction. When classroom walkthroughs and observations are not taking place, teacher documented lesson plans will provide supporting evidence that small group instruction is being implemented.

**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 2 - Moderate Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

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

The Assistant Teacher will support small group instruction and implementing teacher-developed lesson plans, under the direct supervision of a classroom teacher for Tier 2 and Tier 3 students in grades 6-8.

**Person Responsible:** Brittnee Scott (brittnee.scott@hcps.net)

**By When:** Ongoing

**#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.

180 students have more than one suspension due to behavior. These suspensions caused students to be removed from classes, therefore not receiving direct instruction.

**Measurable Outcome:**

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

The PBIS System will be monitored and implemented by faculty and staff daily. All students will be recognized and rewarded for an increase in positive behavior. Therefore, there will be a decrease in students removed from the classroom by at least 50%. This will be achieved by faculty and staff following the schoolwide discipline matrix protocols and procedures.

**Monitoring:**

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

Classroom expectations are visible.

Rituals and Routines is evident in the classroom.

Data from the Ed Connect Referral System, Student Notes and Student Behavior Tracker.

Implementing Schoolwide Systems, Structures and Support to eliminate students being removed from class.

Tiered Support to address behavior incidents.

Consistent Rituals & Routines in the classrooms.

Visible Classroom Expectations

Priority driven by Guidance, RTI, Success Coach, School Social Worker, School Psychologist

**Person responsible for monitoring outcome:**

Aaron Berry (aaron.berry@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.)

PBIS (Positive Behavior Intervention System)

MTSS (Multi-tiered System of Support)/RTI (Response to Intervention)

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

PBIS is an evidence based tiered framework for supporting students behavioral, academic, social, emotional and mental health. When implemented with fidelity, PBIS improves social emotional competence, academic success and school climate.

**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.

***No action steps were entered for this area of focus***

### **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 administration team will meet biweekly to discuss the budget and review the student needs to ensure the allocations support the instructional priorities mentioned throughout this document.

## **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.

These documents will be placed on our school website and a letter will go home stating the location of the documents. Additionally, the SIP will be emailed to stakeholders for review and vote for approval. Parent Links will be sent to parents in English and Spanish.

**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))

Sligh Middle School is focusing on family engagement events throughout the school year to disseminate information to all stakeholders.

**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)**

1. ELP (Extended Learning Program) during after school.
2. Lunch and Learn/ Tutoring
3. Academic Coaches will hold weekly PLCs with their department.

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

N/A

## Budget to Support Areas of Focus

### Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction				\$223,281.80
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	120	1482 - Sligh Middle School	UniSIG	1.0	\$61,997.76
			Notes: The math resource teacher will model and co-plan lessons for standards aligned task with all math teachers grades 6-8. The math resource teacher will facilitate PLC and planning sessions to support clarity around standards.			
	5100	210	1482 - Sligh Middle School	UniSIG		\$8,413.10
			Notes: Retirement			
	5100	220	1482 - Sligh Middle School	UniSIG		\$3,846.86
			Notes: FICA			
	5100	220	1482 - Sligh Middle School	UniSIG		\$898.97
			Notes: Medicare			
	5100	230	1482 - Sligh Middle School	UniSIG		\$11,990.37
			Notes: Health Insurance			
	5100	230	1482 - Sligh Middle School	UniSIG		\$37.20
			Notes: Life Insurance			
	5100	240	1482 - Sligh Middle School	UniSIG		\$241.79
			Notes: Workers' compensation			
	6120	130	1482 - Sligh Middle School	UniSIG	1.0	\$73,418.40
			Notes: The Success Coach will lead Tier 1 academic and behavior interventions for students in need based on retentions, core course failures, and discipline referrals. The Success Coach will support teachers with small group instruction based on assessment data.			
	6120	210	1482 - Sligh Middle School	UniSIG		\$9,962.88
			Notes: Retirement			
	6120	220	1482 - Sligh Middle School	UniSIG		\$4,551.94
			Notes: FICA			
	6120	220	1482 - Sligh Middle School	UniSIG		\$1,064.57
			Notes: Medicare			



	6120	230	1482 - Sligh Middle School	UniSIG		\$14,199.12
			<i>Notes: Health Insurance</i>			
	6120	230	1482 - Sligh Middle School	UniSIG		\$44.05
			<i>Notes: Life Insurance</i>			
	6120	240	1482 - Sligh Middle School	UniSIG		\$286.33
			<i>Notes: Workers' Compensation</i>			
	6300	120	1482 - Sligh Middle School	UniSIG		\$26,278.17
			<i>Notes: Planning sessions will be held after school to support the work of teacher clarity with standards and task alignment. The planning sessions will be held for 25 teachers at a rate of \$38 for 4 hours per week for 8 weeks.</i>			
	6300	210	1482 - Sligh Middle School	UniSIG		\$3,565.95
			<i>Notes: Retirement</i>			
	6300	220	1482 - Sligh Middle School	UniSIG		\$1,629.25
			<i>Notes: FICA</i>			
	6300	220	1482 - Sligh Middle School	UniSIG		\$381.03
			<i>Notes: Medicare</i>			
	6300	240	1482 - Sligh Middle School	UniSIG		\$102.48
			<i>Notes: Workers' compensation</i>			
	5100	510	1482 - Sligh Middle School	UniSIG		\$371.58
			<i>Notes: Purchase classroom supplies to support teachers and students.</i>			
<b>2</b>	<b>III.B.</b>	<b>Area of Focus: Instructional Practice: Differentiation</b>				<b>\$35,407.62</b>
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	150	1482 - Sligh Middle School	UniSIG	1.0	\$25,110.00
			<i>Notes: The Assistant Teacher will support small group instruction and implementing teacher-developed lesson plans, under the direct supervision of a classroom teacher for Tier 2 and Tier 3 students in grades 6-8.</i>			
	5100	210	1482 - Sligh Middle School	UniSIG		\$3,407.43
			<i>Notes: Retirement</i>			
	5100	220	1482 - Sligh Middle School	UniSIG		\$1,556.82
			<i>Notes: FICA</i>			
	5100	220	1482 - Sligh Middle School	UniSIG		\$364.10
			<i>Notes: Medicare</i>			
	5100	230	1482 - Sligh Middle School	UniSIG		\$4,856.27
			<i>Notes: Health Insurance</i>			
	5100	230	1482 - Sligh Middle School	UniSIG		\$15.07
			<i>Notes: Life Insurance</i>			
	5100	240	1482 - Sligh Middle School	UniSIG		\$97.93
			<i>Notes: Workers' Compensation</i>			
<b>3</b>	<b>III.B.</b>	<b>Area of Focus: Positive Culture and Environment: Early Warning System</b>				<b>\$0.00</b>

Total:	\$258,689.42
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**Budget Approval**

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

Yes