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Electa Lee Magnet Middle School

4000 53RD AVE W, Bradenton, FL 34210

[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.

The mission of Electa Lee Magnet Middle School is to inspire students to reach their highest potential and to acquire a love of learning by providing an artistically enriched education.

Provide the school's vision statement.

Improve academic achievement and personalize the educational experience, 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
Cooper, Kimone		<p>Instructional Program Management/Development</p> <ul style="list-style-type: none"> *Manage and administer the instructional program so as to ensure all students the opportunity to learn. *Provide leadership and direction for the implementation and evaluation of curriculum and instruction at the assigned school consistent with the District's goals and priorities. *Use current research, performance data, and feedback from students, teachers, parents, and community to make decisions related to improvement of instruction and student performance. *Provide for the articulation of the school's instructional program among school personnel. *Oversee the selection and acquisition of instructional materials and equipment.
		<p>Personnel Action Services</p> <ul style="list-style-type: none"> *Interview and select qualified personnel to be recommended for appointment. *Supervise assigned personnel, conduct annual performance appraisals, and make recommendations for appropriate employment actions. *Implement and administer negotiated employee contracts at the school site. *Provide training opportunities and feedback to personnel at the assigned school. *Assign tasks and supervise personnel in task accomplishment. *Make difficult personnel decisions when necessary including dealing with ineffective teacher or staff performance.
	Principal	<p>School Operations / Delivery Systems</p> <ul style="list-style-type: none"> *Supervise the operation, activities, and functions at the school site. *Manage and supervise the school's financial resources including the preparation and disbursement of the school's budget and internal accounts. *Supervise and monitor the accurate and timely completion of data collection and reporting requirements. *Write and disseminate newsletters, memos, letters, press releases, agendas, and other materials. *Use technology effectively. *Coordinate school maintenance and facility needs and monitor progress toward meeting those needs. *Coordinate the supervision of all extracurricular programs at the assigned school. <p>Leadership</p> <ul style="list-style-type: none"> *Exercise proactive leadership in promoting the vision and mission of the District. *Build teams to accomplish plans, goals, and priorities. *Facilitate and coordinate the development of the School's Improvement Plan. *Initiate programs and organize resources to carry out the School Improvement Plan. *Provide recognition and celebration for student, staff, and school accomplishments. *Access District and community resources to meet school needs. *Maintain visibility and accessibility on the school campus and at school-related activities and events. *Establish guidelines for proper student conduct and implement disciplinary

Name	Position Title	Job Duties and Responsibilities
Marshall, Terrance	Assistant Principal	<p>procedures and policies that ensure a safe and orderly environment. *Anticipate difficult situations and develop plans to handle them. *Act quickly to stop possible breaches of safety, ineffective procedures, or interference with operations. *Perform other incidental tasks consistent with the goals and objectives of this position.</p> <p>Oversee administrative responsibilities as assigned by the Principal.</p> <p>Instructional Program Management/Development *Manage and administer the instructional program so as to ensure all students the opportunity to learn. *Use current research, performance data, and feedback from students, teachers, parents, and community to make decisions related to improvement of instruction and student performance. *Provide for the articulation of the school’s instructional program among school personnel. *Oversee the administration of the testing program for the school. *Provide leadership and direction for the implementation and evaluation of curriculum and instruction at the assigned school consistent with the District’s goals and priorities.</p> <p>Personnel Action Services *Interview and select qualified personnel to be recommended for appointment. *Supervise assigned personnel, conduct annual performance appraisals, and make recommendations for appropriate employment actions. *Provide training opportunities and feedback to personnel at the assigned school. *Assign tasks and supervise personnel in task accomplishment. *Assist with making difficult personnel decisions when necessary including dealing with ineffective teacher or staff performance.</p> <p>School Operations / Delivery Systems *Assist with the operation, activities, and functions at the school site. *Supervise and monitor the accurate and timely completion of data collection and reporting requirements. *Write and disseminate newsletters, memos, letters, agendas, and other materials. *Use technology effectively.</p> <p>Student Support Services *Facilitate a program of family and community involvement *Work with parents to resolve complaints or concerns. *Develop and maintain positive school/community relations and act as liaison between the two. *Implement School Board policy, state statutes, and federal regulations as they pertain to the assigned school.</p> <p>Personal / Professional Employee Qualities</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Implement School Board policy, state statutes, and federal regulations as they pertain to the assigned school.</p> <p>Model and maintain high standards of professional conduct.</p> <p>Set high standards and expectations for self, others, and school.</p> <p>Use appropriate interpersonal styles and methods to guide individuals and groups to task an accomplishment.</p> <p>Use effective communication techniques with students, teachers, parents, and stakeholders.</p> <p>Model effective listening and positive interaction skills.</p> <p>Participate in District meetings and other activities to enhance professional development.</p> <p>Leadership</p> <p>Provide leadership and direction for all aspects of the school's operation.</p> <p>Promote / market the school and its priorities to the community.</p> <p>Deal with problems associated with change.</p> <p>Exercise proactive leadership in promoting the vision and mission of the District.</p> <p>Build teams to accomplish plans, goals, and priorities.</p> <p>Initiate programs and organize resources to carry out the School Improvement Plan.</p> <p>Access District and community resources to meet school needs.</p> <p>Maintain visibility and accessibility on the school campus and at school-related activities and events.</p> <p>Establish guidelines for proper student conduct and implement disciplinary procedures and policies that ensure a safe and orderly environment.</p> <p>Anticipate difficult situations and develop plans to handle them.</p> <p>Act quickly to stop possible breaches of safety, ineffective procedures, or interference with operations.</p> <p>Perform other incidental tasks consistent with the goals and objectives of this position.</p>

Oversee administrative responsibilities as assigned by the Principal.

Cornwell,
Tamara

Other

Instructional Program Management/Development

*Manage and administer the instructional program so as to ensure all students the opportunity to learn.

*Use current research, performance data, and feedback from students, teachers, parents, and community to make decisions related to improvement of instruction and student performance.

*Provide for the articulation of the school's instructional program among school personnel.

*Oversee the administration of the testing program for the school.

*Provide leadership and direction for the implementation and evaluation of curriculum and instruction at the assigned school consistent with the District's goals and priorities.

Personnel Action Services

*Interview and select qualified personnel to be recommended for appointment.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> *Supervise assigned personnel, conduct annual performance appraisals, and make recommendations for appropriate employment actions. *Provide training opportunities and feedback to personnel at the assigned school. *Assign tasks and supervise personnel in task accomplishment. *Assist with making difficult personnel decisions when necessary including dealing with ineffective teacher or staff performance. <p>School Operations / Delivery Systems</p> <ul style="list-style-type: none"> *Assist with the operation, activities, and functions at the school site. *Supervise and monitor the accurate and timely completion of data collection and reporting requirements. *Write and disseminate newsletters, memos, letters, agendas, and other materials. *Use technology effectively. <p>Student Support Services</p> <ul style="list-style-type: none"> *Facilitate a program of family and community involvement *Work with parents to resolve complaints or concerns. *Develop and maintain positive school/community relations and act as liaison between the two. *Implement School Board policy, state statutes, and federal regulations as they pertain to the assigned school. <p>Personal / Professional Employee Qualities</p> <p>Implement School Board policy, state statutes, and federal regulations as they pertain to the assigned school.</p> <p>Model and maintain high standards of professional conduct.</p> <p>Set high standards and expectations for self, others, and school.</p> <p>Use appropriate interpersonal styles and methods to guide individuals and groups to task an accomplishment.</p> <p>Use effective communication techniques with students, teachers, parents, and stakeholders.</p> <p>Model effective listening and positive interaction skills.</p> <p>Participate in District meetings and other activities to enhance professional development.</p> <p>Leadership</p> <p>Provide leadership and direction for all aspects of the school's operation.</p> <p>Promote / market the school and its priorities to the community.</p> <p>Deal with problems associated with change.</p> <p>Exercise proactive leadership in promoting the vision and mission of the District.</p> <p>Build teams to accomplish plans, goals, and priorities.</p> <p>Initiate programs and organize resources to carry out the School Improvement Plan.</p> <p>Access District and community resources to meet school needs.</p> <p>Maintain visibility and accessibility on the school campus and at school-related activities and events.</p> <p>Establish guidelines for proper student conduct and implement disciplinary procedures and policies that ensure a safe and orderly environment.</p>

Name	Position Title	Job Duties and Responsibilities
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Anticipate difficult situations and develop plans to handle them.
 Act quickly to stop possible breaches of safety, ineffective procedures, or interference with operations.
 Perform other incidental tasks consistent with the goals and objectives of this position.

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.

In May 2023, our School Advisory Council met to review and analyze the 2022-2023 school year data. During the meeting, the team identified areas of strength and weakness in student achievement. We identified patterns in the results, similar patterns in previous years, and trends that emerged over various years. In August 2023, each department met to review student achievement data. Each group reviewed the last target year's goals and identified strategies to maintain or strategies that would be implemented to meet the 2023-2024 goals. All stakeholders' input assisted with the creation of goals for the 2023-2024 school year, and strategies were identified for achieving these goals.

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 ILT Team will review progress towards the SIP goals quarterly after every assessment (district benchmarks, F.A.S.T., Access 2.0). This data will allow us to measure the impact of the strategies used toward attaining the set goals. If the data shows we need to be on track to meet our goal, we will revise the systems and identify a new strategy to work towards achieving the predetermined goals. If the selected goal appears unattainable, the team will meet to adjust the plan if needed. As a team, we will identify which students are proficient and who are nonproficient in meeting the State's academic standards. For students not meeting proficiency, we will ensure students are receiving interventions to reinforce skills needed to increase student achievement.

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	81%

2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
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: C 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	29	36	34	99
One or more suspensions	0	0	0	0	0	0	86	96	64	246
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	69	34	76	179
Course failure in Math	0	0	0	0	0	0	75	78	80	233
Level 1 on statewide ELA assessment	0	0	0	0	0	0	87	105	124	316
Level 1 on statewide Math assessment	0	0	0	0	0	0	89	76	85	250
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	26	11	17	54

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	23	22	38	83

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	1	1
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	43	45	55	143
One or more suspensions	0	0	0	0	0	0	55	45	45	145
Course failure in ELA	0	0	0	0	0	0	12	7	6	25
Course failure in Math	0	0	0	0	0	0	20	29	6	55
Level 1 on statewide ELA assessment	0	0	0	0	0	0	80	107	117	304
Level 1 on statewide Math assessment	0	0	0	0	0	0	80	102	105	287
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	26	11	17	54

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	12	22	19	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	6	6
Students retained two or more times	0	0	0	0	0	0	0	0	1	1

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	43	45	55	143
One or more suspensions	0	0	0	0	0	0	55	45	45	145
Course failure in ELA	0	0	0	0	0	0	12	7	6	25
Course failure in Math	0	0	0	0	0	0	20	29	6	55
Level 1 on statewide ELA assessment	0	0	0	0	0	0	80	107	117	304
Level 1 on statewide Math assessment	0	0	0	0	0	0	80	102	105	287
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	26	11	17	54

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	12	22	19	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	6	6
Students retained two or more times	0	0	0	0	0	0	0	0	1	1

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*	29	47	49	28	49	50	29		
ELA Learning Gains				40			40		
ELA Lowest 25th Percentile				38			34		
Math Achievement*	36	61	56	31	35	36	28		
Math Learning Gains				39			31		
Math Lowest 25th Percentile				47			30		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	36	48	49	24	57	53	28		
Social Studies Achievement*	55	70	68	69	54	58	55		
Middle School Acceleration	62	81	73	78	47	49	54		
Graduation Rate					47	49			
College and Career Acceleration					76	70			
ELP Progress	25	34	40	35	79	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)	TSI
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	243
Total Components for the Federal Index	6
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	429
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	18	Yes	4	4
ELL	31	Yes	4	1
AMI				
ASN				
BLK	42			
HSP	35	Yes	1	
MUL	50			
PAC				
WHT	56			
FRL	39	Yes	1	

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	26	Yes	3	3
ELL	35	Yes	3	
AMI				
ASN				
BLK	34	Yes	3	
HSP	41			
MUL	37	Yes	1	
PAC				
WHT	55			
FRL	42			

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	29			36			36	55	62			25
SWD	13			14			14	30			4	
ELL	15			24			17	42	60		6	25
AMI												
ASN												
BLK	23			34			31	51	71		5	
HSP	24			29			32	46	54		6	24
MUL	34			51			47	69			4	
PAC												
WHT	48			50			44	72	67		5	
FRL	27			36			35	52	59		6	25

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	28	40	38	31	39	47	24	69	78			35
SWD	13	31	33	17	32	33	13	44				15
ELL	16	30	26	25	36	47	14	56	63			35
AMI												
ASN												
BLK	21	40	43	18	33	40	12	67				
HSP	27	36	33	30	38	49	23	65	73			36
MUL	22	43		26	42		9	81				
PAC												
WHT	41	47	56	48	44	46	39	80	90			
FRL	26	38	38	28	38	47	23	71	72			41

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	29	40	34	28	31	30	28	55	54			26
SWD	9	23	25	12	25	19	2	30				11
ELL	16	36	36	26	32	36	10	47	60			26

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
AMI												
ASN												
BLK	18	32	33	15	24	24	21	46	36			18
HSP	26	40	35	29	32	34	24	55	54			27
MUL	39	41		35	29		44					
PAC												
WHT	42	47	42	35	36	35	43	60	57			
FRL	27	39	31	27	32	28	22	55	51			25

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	24%	43%	-19%	47%	-23%
08	2023 - Spring	25%	45%	-20%	47%	-22%
06	2023 - Spring	25%	45%	-20%	47%	-22%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	39%	59%	-20%	54%	-15%
07	2023 - Spring	37%	58%	-21%	48%	-11%
08	2023 - Spring	19%	41%	-22%	55%	-36%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	32%	45%	-13%	44%	-12%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	71%	58%	13%	50%	21%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	88%	56%	32%	48%	40%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	52%	69%	-17%	66%	-14%

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.

Based on 2022-2023 school data, ELA achievement had the lowest performance. ELA achievement has remained stagnant as a school with 28% proficiency. This is an area that is constantly decreasing. In 2019, 34% of students were proficient, and in 2021, Lee Middle School had an overall achievement of 29%. However, SWD and ELL students are showing a steady increase in ELA achievement. 13% of SWD students were proficient in ELA compared to 12% in 2021-2022. At the same time, 18% of ELL students were proficient in 2022-2023 and 8% in 2021-2022.

After aggregation of data, analyzing surveys and holding collaborative meetings we have determined the following:

SWD are in need of teachers who are certified in all four core curriculum areas as well as in ESE.

SWDCertified teachers are difficult to find due to the exorbitant certification expense.

All sub-groups need strategies in understanding the meaning of specific vocabulary (especially important for ELL students). Vocabulary understanding is enhanced by the current use of Word Walls, incorporating vocabulary in writing summaries, vocabulary maps, and graphic organizers. Further, is a need for engaging, real-life hands-on assignments to enhance students' learning experiences.

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

Compared to the previous year, Social Studies showed the most significant decline. In 2022-2023, 52% of students were proficient in the Civics EOC. Compared to 68% of students being proficient during the 2021-2022 school year, resulting in a 16% decline. Social Studies is an area where Lee Middle School usually excels. During the 2018-2019 school year, 72% of students were proficient on the Civics EOC. Due to the pandemic, 55% of students were proficient during the 2020-2021 school year, which resulted

in a 17% decrease in proficiency. However, during the 2021-2022 school year, Lee Middle saw a 13% increase, resulting in 68% of students meeting mastery. After collaborating with the Social Studies Department, the team continues to see negative efforts of learning gaps due to time out of school during the pandemic. In addition, excessive absences are a contributing factor.

To address the significant decline in achievement, the Social Studies Department will continue to work in World History while emphasizing Civics subject matter within Ancient Greece and Ancient Rome units (emphasis on civic vocabulary and concepts of republican and democratic governments) and in US History in emphasizing enlightenment thinkers, pre-revolutionary self-government, the American Revolution, Articles of Confederation, and the Constitution, including form and structure of government.

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.

ELA and 8th-grade math had the most significant gaps compared to the state average. In ELA, 6th grade, 25% of students were proficient compared to 47% of students within the state earning a level 3 or above. In 7th grade, 24% of students were proficient, compared to the state's average of 47%, and 25% of 8th-grade students were proficient, compared to the state's average of 47%. As a result, it is a difference of 22% for 6th grade, 23% for 7th grade, and 22% for 8th grade. During the 2022-2023 school year, 19% of 8th-grade students were proficient in mathematics achievement, compared to the state average of 55%. However, it is a 9% increase compared to the previous school year.

Contributing factors to the need for improvement in ELA and 8th-grade math would be the stagnant ELA achievement overall and the steady decrease across all grade levels. In addition, the minimal level of increase in 8th grade math from the prior year's data. Overall, ELA achievement remained at 28%. 6th grade decreased by 3%, 7th grade by 3%, and 8th grade by 2% from 2021-2022 data. Math achievement increased by 9% from the 2021-2022 data and is 5% higher than the 2020-2021 school year results. Although, this data trend continues to be well below the state average. As a school, Lee Middle's ELA department will increase the use of small, frequent skills tests from test prep instruments. Use the results for small group review and remediation. Implement the No Red Ink Program, StudySync texts and activities, and incorporate daily quick writes. The math department We will use the Big Ideas test prep book and online resources to remediate and extend the learning for all students.

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

Science showed the most improvement during the 2022-2023 school year, with 36% of students being proficient. This results in an 11% increase compared to the previous year's data. In this area, actions that assisted with improvement were pre/post assessments, quarterly collaborative planning meetings, joint lesson planning across all grade levels, and science boot camp.

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

Based on the EWS data, Lee Middle School is concerned with the number of level 1 students in ELA and Mathematics. To address this issue, all level 1 students will be placed in a foundational reading and mathematics course to remediate the skills necessary to become proficient. The reading department will utilize instructional resources and strategies to increase student achievement, such as skill builders, explicit vocabulary instruction, Lexia, Data-driven instruction, focused intervention (small group support), informal and formal assessments, and data chats. In addition, the math department will use the Big Ideas Test Prep book and online resources provided by the district.

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

1. Increase the number of proficient students in ELA.
2. Increase the number of proficient students in Math.

3. Increase the number of proficient students in Social Studies.
4. Increase the number of proficient students within Black, Multiracial, SWD, and ELL subgroups.
5. Decrease the number of students with one or more suspensions.

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 ELA**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.

ELA achievement has stagnated from 28% in 2021-2022 to 28% in 2022-2023. ELA has consistently decreased since 2018-2019. During the 2019 school year, 34% of students were proficient, and 29% in 2021. Students must have the reading skills and knowledge necessary to be successful in all content areas, as well as electives. The decline in achievement and the number of students performing below grade level on Lexia Power Up demonstrate an imperative need to focus on improving literacy skills at Lee Middle School. By focusing on ELA instruction, Lee Middle School should see an impact on student proficiency across all content areas.

Measurable Outcome:

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

By the end of the 2023-2024 school year, as measured by the F.A.S.T. assessment, Lee Middle School will increase the proficiency level of students scoring at 3 or above by 12%. This will result in 40% of students exhibiting proficiency on the F.A.S.T. assessment.

Monitoring:

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

The focus areas will be monitored through three performance-based tests and benchmark assessments. Non-proficient student scores will be monitored in the classroom using Lexia Power Up Literacy. Lexia Power Up offers adaptive instruction and differentiates learning as students progress through the three strands: Word Study, Grammar, and Comprehension. Embedded progress monitoring, actionable data, and scripted lessons empower intensive reading teachers to deliver the instruction each student needs. Using Lexia Power Up to fidelity will deliver rigorous content and skilled instruction through an engaging, personalized approach that helps students become proficient readers and confident learners. The reading coach will monitor all assessment and classroom data and share results with the leadership team and ELA department. The desired outcome is to increase ELA scores to proficient student achievement levels for all students.

Person responsible for monitoring outcome:

Kimone Cooper (cooper2k@manateeschools.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.)

We will gather evidence through the Lexia Power Up assessment monitoring for our bubble students and share the results during ELA collaborative planning and common planning sessions. Teachers will focus on ELA power standards to enhance students' ELA standard-based instruction. Teachers will review the data during monthly department meetings, collaborative planning, and evaluate strategies for increasing success.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

All strategies align with and are adapted from the Learning-Focused Framework. Additionally, improving ELA instruction through teacher clarity, data driven decision-making, and the use of a viable curriculum. The resources we will use includes the Reading Coach, District Personnel, Lexia Power Up, and push-in teacher for extra ELA support.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

To achieve these goals, the Reading Coach will hold grade-level collaborative meetings after school to use data-driven instruction to improve proficiency in ELA and Reading. We will monitor and share Lexia Power Up data, F.A.S.T., and benchmark data for the highest levels of student progressive proficiency. ELA and Reading Teachers will hold individualized data chats with their students and share with parents their students' achievements and needs for learning enhancements.

Person Responsible: Kimone Cooper (cooper2k@manateeschools.net)

By When: Quarterly

#2. Instructional Practice specifically relating to Math

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.

Math achievement has slightly increased from 32% in 2021-2022 to 40% in 2022-2023. Students must have the math skills and knowledge necessary to be successful with algebraic reasoning, data analysis and probability, functions, geometric reasoning, and number sense and operations. The minimal increase in achievement and the number of students performing below grade-level demonstrate an imperative need to focus on improving math skills at Lee Middle School.

Measurable Outcome:

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

By the end of the 2023-2024 school year, as measured by the F.A.S.T. assessment, Lee Middle School will increase the proficiency level of students scoring at 3 or above by 10%. This will result in 40% of students exhibiting proficiency on the F.A.S.T. assessment.

Monitoring:

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

Teachers will determine students' performance on grade-level standards using F.A.S.T. and classroom assessment data. Using the data, teachers will develop plans for improvement or acceleration for students and set goals for each benchmark measure. Assessment, district benchmarks, and state assessments will monitor academic progress each quarter. The math department will disaggregate the F.A.S.T. test results and district benchmark test results for progress monitoring with a strong focus being applied to monitoring our ESSA subgroups (SWD, ELL, Black and Multiracial). Algebra and Geometry students will be offered supplemental materials during F.A.S.T. testing to enhance advancement in previously noted deficient standards.

Person responsible for monitoring outcome:

Terrance Marshall (marshallt@manateeschools.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.)

Lee Middle School math teachers will use focused instruction and implement the math curriculum to improve instruction. Focused instruction will include visible learning (teacher clarity, modeling, class discussion, specific feedback, classroom discussion, collaboration, and instructional strategies to enhance learning). In addition, math teachers will collaborate to develop a curricular plan for success. Based on the data from the F.A.S.T. assessment, Level 1 students will receive an additional Math class in which they will receive remediation individually through DreamBox. The DreamBox data will be monitored weekly by the remedial math teacher. They will then discuss plans for improving students' understanding of the math power standards with the goal of individualized proficiency. Additionally, collaborative planning sessions will focus on data-driven decision-making, designing interventions, and providing acceleration.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

All strategies align with and are adapted from the Learning-Focused Framework. Additionally, improving math instruction through teacher clarity, data driven decision- making, and the use of a viable curriculum. Students at all subgroups have demonstrated minimal growth or a decline in math and need targeted instruction to accelerate their learning.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

The action steps include:

1. Tier 2 students being assigned a remedial course using the DreamBox supplemental materials.
2. Algebra and Geometry students will receive additional acceleration time to assist with mastering tested standards.
3. Teachers will individually review data from the F.A.S.T. and benchmark assessments to assist students with setting individualized goals. Students will share this data with their families for additional support.
4. Teachers will be provided collaboration time.
5. Students will be offered before and after school tutoring.
6. Data points will be disaggregated by math teachers and shared during leadership and department meetings.

Person Responsible: Terrance Marshall (marshallt@manateeschools.net)

By When: Quarterly

#3. ESSA Subgroup specifically relating to Black/African-American

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/African American students have a four-year trend of nonproficiency in ELA and math. Black/African American students earned a 23% achievement level in ELA, resulting in a 2% gain from the previous year, and a 35% achievement level in Math. Students must have significant ELA and math skills to succeed in all content and multi-disciplinary subjects.

Measurable Outcome:

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

By the end of the 2023-2024 school year, as measured by the F.A.S.T. assessment, Black/African American students will increase their proficiency in ELA by 7% and 6% in math.

Monitoring:

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

The Reading Data Coach and administrator over math will monitor the Black/African American subgroup data and report to the leadership team monthly. The team will create strategies and develop professional development for teacher implementation.

Person responsible for monitoring outcome:

Terrance Marshall (marshallt@manateeschools.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.)

The scores from the F.A.S.T. and District benchmark assessments will be disaggregated, and strategies designed to develop professional development for teacher implementation. Results will be consistently monitored following each assessment and will be shared with all stakeholders.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

There has been a four-year trend for Black/African American students not achieving sufficient academic growth. Low-performing students need targeted direct instruction in all content areas they are deficient in and exposure to grade-level curriculum to make instructional gains. Students will access the curriculum through small group instruction and specific targeted intervention curriculum to increase their ELA and math proficiency.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

The action steps include:

1. Monitoring assessment data

2. Monthly discuss strategies for intervention within the leadership team.
3. Create PD for teacher implementation of new strategies.
4. Survey and sort data by subgroups to gain further insight.

Person Responsible: Terrance Marshall (marshallt@manateeschools.net)

By When: Quarterly

#4. ESSA Subgroup specifically relating to English Language Learners

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.

ELL students have a four-year trend of nonproficiency in ELA and math. ELL students earned a 18% achievement level in ELA, resulting in a 10% gain from the previous year, and a 31% achievement level in Math. Students must have significant ELA and math skills to succeed in all content and multi-disciplinary subjects.

Measurable Outcome:

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

By the end of the 2023-2024 school year, as measured by the F.A.S.T. assessment, ELL students will increase their proficiency in ELA by 7% and 10% in math.

Monitoring:

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

The ELL area focus will be monitored by the Math and Reading Coach who will disaggregate the data by the ELL subgroup from the F.A.S.T. and District benchmark assessments and discuss the findings with the leadership team and core curriculum teachers.

Person responsible for monitoring outcome:

Tamara Cornwell (cornwelt@manateeschools.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.)

The scores from the F.A.S.T. and District benchmark assessments will be disaggregated, and strategies designed to develop professional development for teacher implementation. Results will be consistently monitored following each assessment and will be shared with all stakeholders.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

There has been a four-year trend for ELL students not achieving sufficient academic growth. Low-performing students need targeted direct instruction in all content areas they are deficient in and exposure to grade-level curriculum to make instructional gains. Students will access the curriculum through small group instruction and specific targeted intervention curriculum to increase their ELA and math proficiency.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

The action steps include:

1. Monitoring assessment data and ELL non-English speaking data from Imagine Learning.
2. Discuss monthly strategies for intervention within the leadership team.

3. Create PD for teacher implementation of new strategies and provide district training for ELL mandates within lesson plans and academic programs.
4. Survey and sort data by subgroups to gain further insight.
5. Monitor absenteeism and disciplinary trends and share monthly in leadership meeting.
6. Enhance support through parental outreach in home language and encouraging school participation in student activities.

Person Responsible: Tamara Cornwell (cornwelt@manateeschools.net)

By When: Quarterly

#5. ESSA Subgroup specifically relating to Multi-Racial

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.

Multiracial students have a two-year trend of nonproficiency in ELA. Multiracial students earned a 34% achievement level in ELA, resulting in a 14% gain from the previous year. Students must have significant ELA skills to succeed in all content and multi-disciplinary subjects.

Measurable Outcome:

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

By the end of the 2023-2024 school year, as measured by the F.A.S.T. assessment, Multiracial students will increase their proficiency in ELA by 7%.

Monitoring:

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

The Multiracial subgroup area focus will be monitored by the Reading Coach who will disaggregate the data by the Multiracial subgroup from the F.A.S.T. and District benchmark assessments and discuss the findings with the leadership team and core curriculum teachers.

Person responsible for monitoring outcome:

Kimone Cooper (cooper2k@manateeschools.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.)

The scores from the F.A.S.T. and District benchmark assessments will be disaggregated, and strategies designed to develop professional development for teacher implementation. Results will be consistently monitored following each assessment and will be shared with all stakeholders.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

There has been a two-year trend for Multiracial students not achieving sufficient academic growth. Low-performing students need targeted direct instruction in all content areas they are deficient in and exposure to grade-level curriculum to make instructional gains. Students will access the curriculum through small group instruction and specific targeted intervention curriculum and increase their ELA proficiency.

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.

Action plan steps include:

1. Monthly discuss strategies for intervention within the leadership team.
2. Create PD for teacher implementation of new strategies.
3. Survey and sort data by subgroups to gain further insight.

Person Responsible: Kimone Cooper (cooper2k@manateeschools.net)

By When: Quarterly

#6. ESSA Subgroup specifically relating to Students with Disabilities

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.

SWD students have a four-year trend of nonproficiency in ELA and math. SWD students earned a 13% achievement level in ELA, resulting in a 1% gain from the previous year, and a 16% achievement level in math, which is a 1% decrease from the previous year. Students must have significant ELA and math skills to succeed in all content and multi-disciplinary subjects.

Measurable Outcome:

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

By the end of the 2023-2024 school year, as measured by the F.A.S.T. assessment, SWD students will increase their proficiency in ELA by 7% and 9% in math.

Monitoring:

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

The SWD subgroup area focus will be monitored by the administrator over math and Reading Coach who will disaggregate the data by the SWD subgroup from the F.A.S.T. and District benchmark assessments and discuss the findings with the leadership team and core curriculum teachers.

Person responsible for monitoring outcome:

Terrance Marshall (marshallt@manateeschools.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.)

The scores from the F.A.S.T. and District benchmark assessments will be disaggregated, and strategies designed to develop professional development for teacher implementation. Results will be consistently monitored following each assessment and will be shared with all stakeholders.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

There has been a four-year trend for SWD students not achieving sufficient academic growth. Low-performing students need targeted direct instruction in all content areas they are deficient in and exposure to grade-level curriculum to make instructional gains. Students will access the curriculum through small group instruction and specific targeted intervention curriculum and increase their ELA and math proficiency.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

The action steps include:

1. Monitoring assessment data after each F.A.S.T. and District benchmark sessions.
2. Monthly discuss strategies for intervention within the leadership team.

3. Create a continuous PD for teacher implementation of data and application of new learning strategies.
4. Survey and sort data by subgroups to gain further insight.
5. Sharing Lexia Power Up and DreamBox data with the leadership team and teachers on a monthly basis and create strategies for proficient student success.

Person Responsible: Terrance Marshall (marshallt@manateeschools.net)

By When: Quarterly

#7. 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.

Teachers, Staff, Parents, Students, and Community Members are surveyed to learn about the best communication forms and assess student needs, creating a positive school culture. Our School system is designed to ensure an atmosphere for a safe learning environment. The School Improvement Plan (SIP) is reviewed by participating stakeholders and presented and approved by the School Advisory Council (SAC). This consultative time allows us to review goals, visions, and values within our school environment. Our school communicates in Spanish and English for the highest levels of family stakeholder engagement. Conversation Help, Activity, Movement, Participation, and Success (CHAMPS) is being used by all teachers as a consistent classroom tool. This structure allows for consistency in each student's understanding and builds a positive and secure environment within the classroom.

Measurable Outcome:

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

By the end of the 2023-2024 school year, as measured by discipline data, Lee Middle School will reduce the number of students receiving one or more suspensions by 10%.

Monitoring:

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

Discipline data will be monitored by the administrator over discipline who will disaggregate the whole school data and Black/African American, Multiracial, ELL, and SWD subgroups and discuss the findings with the leadership team and teachers.

Person responsible for monitoring outcome:

Terrance Marshall (marshallt@manateeschools.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.)

Students will engage in monthly PBIS target behavior challenges, targeted professional development for teachers needing assistance with classroom management will be provided, and group mentoring sessions for targeted (tier II) students will be offered.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Suspension leads to students losing valuable instructional time when they are away from the classroom environment. In which, can lead to a decline in academic achievement. In addition, suspension for Black/ African American, ELL, and SWD subgroups can lead to an increase in furthering the achievement gap.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

The action steps include:

1. Monitoring discipline data
2. Monthly discuss target behavior for intervention within the leadership team.
3. Create PD for teacher implementation of classroom management strategies.
4. Survey and sort data by subgroups to gain further insight
5. Monitor disciplinary trends and share monthly in leadership meeting.
6. Enhance support through parental outreach in home language and encouraging school participation.

Person Responsible: Terrance Marshall (marshallt@manateeschools.net)

By When: Quarterly

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).

Each school year, Lee Middle School surveys all stakeholders for input regarding utilizing funds to meet the needs of all students. Parents, guardians, and community members are invited to attend various meetings where we explain how funds are allocated and what other ways we could use school improvement funds. In addition, we survey all teachers to gain input about resources that could assist with helping students reach grade-level achievement. Additionally, the school leadership team meets regularly to analyze and determine priorities to assign appropriate funding to these priorities. Finally, SAC will approve the expenditures of all accountability funds to support the goals and implementation of the School Improvement Plan.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically related to Reading/ELA

N/A

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

N/A

Grades 3-5 Measurable Outcomes

N/A

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

N/A

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement

List the action steps that will be taken to address the school’s Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
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N/A

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

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

List the school’s webpage* where the SIP is made publicly available.

The SIP will be reviewed at our first SAC meeting. The ILT Team will review progress towards the SIP goals quarterly after every assessment (district benchmarks, F.A.S.T., Access 2.0). This data will allow us to measure the impact of the strategies used toward attaining the set goals. If the data shows we need to be on track to meet our goal, we will revise the systems and identify a new strategy to work towards achieving the predetermined goals. If the selected goal appears unattainable, the team will meet to adjust the plan if needed. As a team, we will identify which students are proficient and who are nonproficient in meeting the State's academic standards. For students not meeting proficiency, we will ensure students are receiving interventions to reinforce skills needed to increase student achievement. All data will be shared with stakeholders during our monthly SAC meetings.

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

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

There will be various parent & family involvement activities throughout the year. We will involve all stakeholders in the decision-making process. Thus, we will encourage stakeholders to attend our monthly SAC meetings. We will create an atmosphere of inclusive decision-making for all stakeholders by soliciting input during the various meetings. We aim to gain feedback from all stakeholders regarding planning, reviewing and improving Title I programs and how the Title I funds will be allocated. We will create a brochure, place items on our website, include information in our quarterly newsletters, create flyers for specific events, send phone calls and email home through our ConnectEd system. Lee Middle School will communicate that parents should create a Parent Portal account to enhance their communication and involvement of their child’s education. This tool will improve the parents’ ability to assist with students assignments, grades, assessment data, and collaborate directly with the teacher.

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)

Lee Middle School will strengthen the academic program by providing teachers with targeted professional development opportunities. ELA achievement has stagnated from 28% in 2021-2022 to 28% in 2022-2023. ELA has consistently decreased since 2018-2019. During the 2019 school year, 34% of students were proficient, and 29% in 2021. Students must have the reading skills and knowledge necessary to be successful in all content areas, as well as electives. The decline in achievement and the number of students performing below grade level on Lexia Power Up demonstrate an imperative need to focus on improving literacy skills at Lee Middle School. By focusing on ELA instruction, Lee Middle School should see an impact on student proficiency across all content areas. Math achievement has slightly increased from 32% in 2021-2022 to 40% in 2022-2023. Students must have the math skills and knowledge necessary to be successful with algebraic reasoning, data analysis and probability, functions, geometric reasoning, and number sense and operations. The minimal increase in achievement and the number of students performing below grade-level demonstrate an imperative need to focus on improving math skills at Lee Middle School.

Each department identified and agreed upon various ways to increase the amount and quality of learning:

Reading: The reading department will utilize instructional resources and strategies to increase student achievement such as skill builders, explicit vocabulary instruction, Lexia Power Up, data-driven instruction, focused intervention (small group support), informal and formal assessments, and data chats.

Math: Utilize the Big Ideas Test Prep book and online resources provided by the district.

ELA: We will increase the use of small, frequent skills tests from test prep instruments. Additionally, we will use these results for small group review and remediation. In addition, we will use the No Red Ink program, StudySync texts and activities, and daily quick writes.

Science: Each grade level will support vocabulary and content mastery on focus standards, with particular focus on three chosen standards for each grade level within the plan. Each successive grade level continues to monitor student data to support the previous grade-level to ensure mastery for the total nine standards is ensured.

History: We will continue to work in World History emphasizing the Civics subject matter within Ancient Greece and Ancient Rome units (emphasis on civic vocabulary and concepts of republican and democratic governments) and in US History in emphasizing enlightenment thinkers, pre-revolutionary

self-government, the American Revolution, Articles of Confederation, and the Constitution, including form and structure of government.

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))

N/A

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))

N/A

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).

N/A

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))

N/A

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: ELA	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Math	\$0.00
3	III.B.	Area of Focus: ESSA Subgroup: Black/African-American	\$0.00
4	III.B.	Area of Focus: ESSA Subgroup: English Language Learners	\$0.00
5	III.B.	Area of Focus: ESSA Subgroup: Multi-Racial	\$0.00
6	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
7	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
Total:			\$0.00

Budget Approval

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

No