

Escambia County School District

Bellview Middle School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	10
III. Planning for Improvement	15
IV. ATSI, TSI and CSI Resource Review	31
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	31
VII. Budget to Support Areas of Focus	33

Bellview Middle School

6201 MOBILE HWY, Pensacola, FL 32526

www.escambiaschools.org

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.

Bellview Middle School is a diverse and inclusive school community in which all staff is committed to academic and behavioral excellence. Therefore, Bellview Middle School respects the individual needs of children; fosters a caring, safe and creative environment; and emphasizes the social, emotional, physical, and intellectual development of each child. Bellview exhibits pride, purpose, and perseverance.

Provide the school's vision statement.

The vision of Bellview Middle School is to provide a rich, caring, and stimulating environment where children will be able to recognize and achieve their fullest academic potential.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Lovely, Paul	Principal	The Principal is the instructional leader who brings together and focuses all of the educational resources and support services available in the delivery of the best possible educational program and services to students. The building's educational program and services will be consistent with the State of Florida Department of Education Standards and congruent with the policies of the Escambia County School Board of Education.
Laurant, Latricia	Assistant Principal	
Griffin, Travis	Assistant Principal	
Wiggins, Sharde	Instructional Coach	
Britt, Julia	Dean	
Travis, Tanaka	Dean	
Ford, Rodney	Dean	
Small, Briana	School Counselor	

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.

Stakeholders include the school leadership team, faculty and staff, students, and parents. Parents are provided a satisfaction survey from the district annually and parents have input through our school compact. All stakeholders are invited to after-school meetings (SAC). Surveys are provided to parents and students during our Title 1 events for input. Teachers gather data and attend professional development and planning sessions to share how their department is progressing toward the goals within the school improvement plan. We will meet once a month with our school-based Leadership Team to discuss progress towards our goals within the different areas of focus. We will also present this same information to our SAC and PTSA members. We will meet with the SAC members at least 4 times a year.

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))

To monitor the effective implementation of the school improvement plan, the administration team will conduct weekly classroom walkthroughs and data will be shared with staff monthly. Stakeholders will be updated on the progress during our stakeholders' meetings (SAC). The leadership will meet monthly to discuss data and utilize the data to make data driven decisions. Revisions will be made to the school improvement plan if necessary, in order to ensure we are seeing increased 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	78%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Asian Students (ASN) Black/African American Students (BLK)* Hispanic Students (HSP)*

	Multiracial Students (MUL)* White Students (WHT) Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: D 2019-20: C 2018-19: C 2017-18: D
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	88	127	123	338	
One or more suspensions	0	0	0	0	0	0	65	144	144	353	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	23	1	3	27	
Course failure in Math	0	0	0	0	0	0	50	11	8	69	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0		
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	51	85	78	214

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	2	1	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	146	108	109	363	
One or more suspensions	0	0	0	0	0	0	73	137	127	337	
Course failure in ELA	0	0	0	0	0	0	36	46	46	128	
Course failure in Math	0	0	0	0	0	0	38	28	51	117	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	144	160	172	476	
Level 1 on statewide Math assessment	0	0	0	0	0	0	179	191	163	533	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	90	87	119	296	

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	136	144	150	430

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	5	29	18	52
Students retained two or more times	0	0	0	0	0	0	12	30	23	65

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	146	108	109	363	
One or more suspensions	0	0	0	0	0	0	73	137	127	337	
Course failure in ELA	0	0	0	0	0	0	36	46	46	128	
Course failure in Math	0	0	0	0	0	0	38	28	51	117	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	144	160	172	476	
Level 1 on statewide Math assessment	0	0	0	0	0	0	179	191	163	533	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	90	87	119	296	

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	136	144	150	430

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	5	29	18	52
Students retained two or more times	0	0	0	0	0	0	12	30	23	65

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	22	40	49	20	42	50	24		
ELA Learning Gains				32			28		
ELA Lowest 25th Percentile				31			24		
Math Achievement*	20	45	56	20	33	36	17		
Math Learning Gains				39			22		
Math Lowest 25th Percentile				46			33		
Science Achievement*	27	40	49	25	43	53	19		
Social Studies Achievement*	21	59	68	29	50	58	29		
Middle School Acceleration	82	73	73	87	47	49	87		
Graduation Rate					41	49			
College and Career Acceleration					57	70			
ELP Progress	30	39	40	32	79	76	44		

* 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	34
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	202
Total Components for the Federal Index	6
Percent Tested	97
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	36
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	361
Total Components for the Federal Index	10
Percent Tested	96
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	10	Yes	4	2
ELL	18	Yes	4	2
AMI				
ASN	58			
BLK	29	Yes	4	1
HSP	28	Yes	2	1
MUL	33	Yes	2	
PAC				
WHT	45			

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	33	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	28	Yes	3	1
ELL	28	Yes	3	1
AMI				
ASN	55			
BLK	34	Yes	3	
HSP	34	Yes	1	
MUL	38	Yes	1	
PAC				
WHT	41			
FRL	34	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	22			20			27	21	82			30
SWD	11			8			14	7			4	
ELL	14			19				7			4	30
AMI												
ASN	45			70							2	
BLK	17			13			17	15	81		5	
HSP	15			16			21	12	81		6	25
MUL	27			24			18	26	70		5	

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	32			31			49	33	82		5	
FRL	21			19			26	20	80		6	30

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	20	32	31	20	39	46	25	29	87			32
SWD	9	22	30	9	26	35	11	14	92			
ELL	7	26	21	16	36	36	13	13	82			32
AMI												
ASN	45	50		64	59		40		73			
BLK	12	28	35	14	38	49	14	22	97			
HSP	23	34	22	19	30	41	32	23	84			31
MUL	25	32	30	20	39	50	25	29	92			
PAC												
WHT	31	37	28	30	42	38	44	45	74			
FRL	19	31	31	19	39	48	25	27	84			20

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	24	28	24	17	22	33	19	29	87			44
SWD	11	15	15	10	19	30	7	17	100			
ELL	16	31	25	14	32	33	0	24				44
AMI												
ASN	75	57		69	57							
BLK	17	23	21	11	19	28	13	20	85			
HSP	27	29	22	16	22	38	12	24	86			46
MUL	25	38		22	30		26	24	94			
PAC												
WHT	34	34	28	24	25	36	31	50	89			
FRL	22	25	20	15	21	31	13	27	88			

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

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	19%	37%	-18%	47%	-28%
08	2023 - Spring	24%	38%	-14%	47%	-23%
06	2023 - Spring	13%	37%	-24%	47%	-34%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	13%	41%	-28%	54%	-41%
07	2023 - Spring	22%	48%	-26%	48%	-26%
08	2023 - Spring	21%	31%	-10%	55%	-34%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	15%	36%	-21%	44%	-29%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	48%	38%	10%	50%	-2%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	48%	*	48%	*

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	76%	56%	20%	63%	13%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	20%	55%	-35%	66%	-46%

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.

The data component that showed the lowest performing group was 6th grade ELA and Math. The trends that were seen in ELA showed an 11% proficiency gap between the 3 lower performing schools in the district. According to the subgroups, our SWD obtained a 4.7% proficiency rating, our ELL, African American, and Hispanic subgroups also obtained the same rating of 14% proficiency. Our contributing factors were the teacher vacancies which primarily began in October, inexperienced or novice teachers requiring further development of current teacher pedagogical skills, and lack of student engagement. In lieu of face-to-face instruction, students received personalized instruction through the Edgenuity platform due to the number of teacher vacancies. As a result, students lacked engagement within the learning due to the primary source of instruction being Edgenuity.

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

The data component that shows the greatest decline from last year were the Civic scores with our Hispanic subgroup declining by 11% and SWD subgroup by 10%. The factors that contributed to this decline were the lack of instruction for students due to the vacancies in our Civics department.

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

The data component that the greatest gap when compared to the state average was Civics. The factors that contributed to this decline were the lack of instruction for students due to the vacancies in our Civics department.

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

The data component that showed the most improvement is our ELL student growth in ELA by 7%. The instructional staff stability for ESOL in particular, is a reason for the increase was contributed to the

increase of ELA scores with our ELL students. The students were able to consistently receive ESOL services and accommodations due to the instructional staff stability.

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

The potential areas of concern are our subgroups of African-Americans and SWD in 6th and 7th grade during quarter 3 and 4 with Office Discipline Referrals and students with Office Discipline Referrals.

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

- 1) Proficiency in Assessed Content Areas (ELA, Math, Science, and Civics)
- 2) Discipline
- 3) Attendance
- 4) Climate and Culture with students and staff
- 5) Teacher Retention

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 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.

Achievement in Math has not reached 41% proficiency for the past 3 years and shows deficiencies in the following subgroups based on the 2022-2023 FAST PM 3 progress monitoring assessment: Students with Disabilities (3%), Economically Disadvantaged (19%), African American/Black (14%), Hispanic (15%), Multi-racial (27%), White (31%) and ELL (19%).

Measurable Outcome:

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

Math proficiency will go from 19% (proficiency*) on the 2023 FAST to 35% or higher on the 2024 FAST PM3 school-wide. ESSA subgroups include SWD, African American/Black, Multi-racial, ELL, Economically Disadvantaged, White and Hispanic students. Math proficiency for ESSA subgroups will increase by 50%.

Math Learning gains will go from 39% on the 2022 FSA to 62% or higher on the 2024 FAST PM 3 school-wide. ESSA subgroups include SWD, African American/Black, Asian, ELL, Economically Disadvantaged, White, and Hispanic students. Math proficiency for ESSA subgroups will increase by 50%.

The achievement gap in Math learning gains between SWD and overall students will decrease by 50%, going from 13 point gap on the 2022 Math FSA to a 6 point gap or less on the 2024 ELA FAST PM3.

* Proficiency levels indicated for 2023 are based on levels set as of July 2023

Monitoring:

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

The data metrics that will be utilized to monitor the math goal will be district created probes, unit tests, and quarterly progress monitoring. The leadership team will conduct weekly walkthroughs to monitor the implementation of planning, professional development, and remediation. The leadership team will also review school wide data twice a month. The team will meet with the teachers to discuss the data and determine future instructional practices and identify needs for remediation or reteaching opportunities.

Person responsible for monitoring outcome:

Paul Lovely (plovely@ecsdfl.us)

Evidence-based Intervention:

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

1. Expose students to multiple problem-solving strategies.
2. Teach students how to use visual representations.
3. Mathematical Language: Teach clear and concise mathematical language and support students' use of the language to help students effectively communicate their understanding of mathematical concepts.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

According to Improving Mathematical Problem Solving in Grades 4 Through 8 found on What Works Clearinghouse, explicit word problem instruction proved to have a moderate positive effect size on student performance.

According to Improving Mathematical Problem Solving in Grades 4 Through 8 found on What Works Clearinghouse, explicit mathematical representation proved to have

a strong positive effect size on student performance.

According to Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades found on What Works Clearinghouse, explicit mathematical language proved to have a strong positive effect size on student performance.

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.

Data:

- 1) The leadership team will meet with teachers to discuss FAST and prior year data for overall population and specific subgroups at the beginning of the year.
- 2) The leadership team will analyze data metrics from Schoolnet probes, unit tests, and quarterly progress monitoring assessments, and meet with teachers for data chats once a month.
- 3) Teachers will have data chats with SWD students once a month for the unit assessments.
- 4) Teachers will also meet with all students once a quarter to review the Math quarterly test.
- 5) The administration will review data chat documentation once a month. 6) The administration will review quarterly FAST data to schedule students into a 4 day a week math research class. The data will determine the students for placement and the lesson plans for remediation and pre-teaching.

Person Responsible: Travis Griffin (tgriffin3@ecsdfl.us)

By When: ongoing during the 23-24 school year: beginning of year for historical FAST data; monthly for data review and chats

Professional Development:

- 1) Professional development will include the following: implementation of the Math curriculum which includes Big M, vocabulary, writing, abstract to concrete through manipulatives and visual models, and student discourse. 2) The professional development will be embedded in the weekly planning provided by SREB and Math Department.

Person Responsible: Travis Griffin (tgriffin3@ecsdfl.us)

By When: ongoing during the 23-24 school year

Planning/PLC:

- 1) Structured planning with SREB and Math specialist and assistant principal will occur 1 time a week.
- 2) School-based leadership team will utilize a planning protocol to align Tier 1 instruction to the explicit intent of the standards.
- 3) During planning teachers will utilize the BIG M to ensure activities and questioning align to the intended rigor of the benchmarks.
- 4) Teachers will also practice collaborative structures and create exemplars for student answers, lab work, and written evidence of understanding.
- 5) Teachers will have unstructured planning at least once a week with other grade level math teachers to focus on developing the components outlined in the lesson plan to include gathering materials for materials, creating card sorts, and developing tasks in Canvas.

Person Responsible: Travis Griffin (tgriffin3@ecsdfl.us)

By When: weekly

Classroom walks/Feedback:

- 1) The leadership team, specifically the assistant principal, will conduct classroom walks once every week in math classrooms to monitor the implementation of the professional development and planning outcomes. The team will also conduct bi-weekly mock instructional review walks.
- 2) The leadership team will provide feedback to teachers after each visit and determine coaching support based on the data metrics and class walks.
- 3) The team will determine future instructional practices and identify needs for remediation or reteaching opportunities based on the qualitative and quantitative data.

Person Responsible: Travis Griffin (tgriffin3@ecsdfl.us)

By When: weekly 6th - 8th grade math and Algebra; bi-weekly mock instructional review

Coaching/Teacher Support:

- 1) In-depth coaching will be provided to math teachers by SREB based on qualitative and quantitative data points. The coaching will be focused around content knowledge, SIP evidence-based strategies, and instructional practices.
- 2) The coaching will be monitored by the School Leadership Team and District Content Specialist to determine the focus of the on-going.

Person Responsible: Travis Griffin (tgriffin3@ecsdfl.us)

By When: ongoing during the 23-24 school year

#2. 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.

According to Progress Monitoring Data (PMDR) 31% of students had office discipline referrals during each quarter of the 2022-2023 school year. 42% of students were absent 5 or more times per quarter during the 2022-2023 school year.

Measurable Outcome:

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

Student office discipline referrals will decrease by 10 points going from 31% per quarter to 21% or lower per quarter during the 2023-2024 school year. The number of students with 5 or more absences per quarter will decrease by 10 points going from 42% to 32% or lower.

Monitoring:

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

The data metrics that will be utilized to monitor the Positive Culture and Environment goal will be PMDR quarterly data and attendance and behavior data in Focus. The leadership team will review attendance and behavior data twice a month. The team will meet with the teachers, parents, and students to discuss the data and determine needed support.

Person responsible for monitoring outcome:

Paul Lovely (plovely@ecsdfl.us)

Evidence-based Intervention:

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

- 1) Schools have a multitiered system in place that supports the behavioral practices—from the school wide to the individualized levels (10 Keys to Behavior- Tier 1)
- 2) School decisions are guided by school wide discipline data. (10 Keys to Behavior- Tier 1)
- 3) Provide intensive, individualized support to students who have fallen off track and face significant challenges to success. (Preventing Dropout in Secondary Schools- Tier 2)
- 4) Monitor the progress of all students, and proactively intervene when students show early signs of attendance, behavior, or academic problems. Preventing Dropout in Secondary Schools- (Tier 2)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. According to 10 Keys to Behavior Practice Guide from The Meadow Center, having a multitiered system in place that supports the behavior practices from the school wide to the individualized levels shows a positive impact on student achievement, behavior, and attendance. (Tier 1)
2. According to 10 Keys to Behavior, school decisions guided by school wide discipline data show a positive impact on student behavior and attendance. (Tier 1)
3. According to Preventing Dropout in Secondary Schools, providing intensive, individualized support to students who have fallen off track and face significant challenges to success has a positive impact on student achievement, behavior, and attendance. (Tier 2)
4. According to Preventing Dropout in Secondary Schools, monitoring the progress of all students, and proactively intervening when students show early signs of attendance, behavior, or academic problems has a positive impact on student achievement, behavior, and attendance. (Tier 2)

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.

Data:

- 1) The Behavior team will meet twice a month to review attendance and behaviors. Attendance: The purpose of these meetings will be to identify students for attendance child studies. At these meetings, students missing more than 5 days of school or more will be identified and referred to guidance and/or the Navigator for an attendance child study. Behavior: The purpose of these meetings will be to review Office Disciplinary Referrals to identify and act on needs for behavioral interventions. Office Disciplinary Referrals will the data collected and analyzed to determine the students in need of interventions.
- 2) Data to be reviewed include the number of major vs. minor referrals, the number of referrals written by specific teachers to identify teachers in need of coaching, and high numbers of referrals for specific students to identify needs for behavioral interventions.
- 3) Actions steps for each teacher or student will be identified and assigned to each member of the disciplinary team.

Person Responsible: Paul Lovely (plovely@ecsdfl.us)

By When: twice a month

Communication:

- 1) The leadership and behavior team will establish school-wide protocols for attendance and behavior.
- 2) The team will create a positive culture and environment rubric to outline the protocols, metrics of what high, mid, and low level implementation looks like from students, staff, and administration.
- 3) The rubric will be utilized in class and school walks 4 times per year to monitor the implementation of the protocols and identify future professional development needs.
- 4) Teachers, students, and parents will receive feedback about attendance and behavior on a monthly basis. The feedback will be provided to teachers at the quarterly school meetings and once a semester at the parent night meetings.
- 5) Teachers will utilize Canvas and/or calls home to provide feedback about attendance and behavior (positive and negative) to individual students and parents at least once a month for identified students. This will create a transparent environment about the status and needs of the school. The feedback will show comparative data from each month about overall student attendance, faculty attendance, and numbers/types of referrals.

Person Responsible: Paul Lovely (plovely@ecsdfl.us)

By When: feedback - monthly

Implementation Plans:

- 1) Monthly incentive programs for students who display positive behavior and leadership skills (outlined in the School-wide positive culture and environment plan) and 95% or higher attendance will be established. The program incentives will include PBIS points to go to the school PBIS store, quarterly Ice Cream truck, and semester socials.
- 2) The school will work with the Navigator and community partners to donate incentives for the PBIS store and quarterly/semester incentives.
- 3) The school will also recognize students meeting identified behavior and attendance goals monthly on the school news show.
- 4) Monthly small group sessions will be held with students needing Tier 3 support in behavior with the Deans, select teachers, behavior coaches, and administration to work on behavior regulation strategies to support a decrease in classroom disruptions.

Person Responsible: Travis Griffin (tgriffin3@ecsdfl.us)

By When: monthly

Professional Development:

- 1) Professional Development: Teachers will attend the Poverty Simulation training during fall planning day and Restorative Justice professional development at the September early release day.
- 2) The leadership team will also practice with teachers school-wide protocols such as greeting students at the door, class transitions, and dismissal at pre-service and in January to ensure all teachers know and understand school-wide protocols.
- 3) Monthly, the behavior coaches and deans will conduct a classroom management professional development to focus on de escalation and student regulation strategies.
- 4) The behavior team will monitor the implementation of professional development during monthly hallway and class walks and provide feedback to the teachers and the leadership team.

Person Responsible: Latricia Laurant (llaurant@ecsdfi.us)

By When: Poverty Simulation - October; Restorative Justice - September; School-Wide Protocols - January; monthly PD opportunities and monitoring

#3. 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.

Achievement in ELA has not reached 41% proficiency for the past 3 years and shows deficiencies in the following subgroups based on the 2022-2023 FAST PM 3 progress monitoring assessment: Students with Disabilities (5%), Economically Disadvantaged (19%), African American/Black (15%), Hispanic (14%), Multi-racial (27%), White (30%) and ELL (14%).

Measurable Outcome:

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

ELA proficiency will go from 20% (proficiency*) on the 2023 FAST to 35% or higher on the 2024 FAST PM3 school-wide. ESSA subgroups include SWD, African American/Black, Multi-racial, ELL, Economically Disadvantaged, White and Hispanic students. ELA proficiency for ESSA subgroups will increase by 50%.

ELA Learning gains will go from 32% on the 2022 FSA to 60% or higher on the 2024 FAST PM 3 school-wide. ESSA subgroups include SWD, African American/Black, Asian, ELL, Economically Disadvantaged, White, and Hispanic students. ELA proficiency for ESSA subgroups will increase by 50%.

The achievement gap in ELA learning gains between SWD and overall students will decrease by 50%, going from 10 point gap on the 2022 ELA FSA to a 5 point gap or less on the 2024 ELA FAST PM3.

* Proficiency levels indicated for 2023 are based on levels set as of July 2023

Monitoring:

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

The data metrics that will be utilized to monitor the ELA goal will be district created probes, unit tests, and quarterly progress monitoring. The leadership team will conduct weekly walkthroughs to monitor the implementation of planning, professional development, and remediation. The leadership team will also review school wide data twice a month. The team will meet with the teachers to discuss the data and determine future instructional practices and identify needs for remediation or reteaching opportunities.

Person responsible for monitoring outcome:

Paul Lovely (plovely@ecsdfl.us)

Evidence-based Intervention:

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

1. Provide explicit vocabulary instruction. (Tier 1)
2. Provide direct and explicit comprehension strategy instruction. (Tier 1)
3. Provide opportunities for extended discussion of text meaning and interpretation. (Tier 2)
4. Integrate writing and reading to emphasize key writing features. (Tier 2)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

According to Adolescent Literacy: Effective Classroom and Intervention Practices from What Works Clearing House, providing direct and explicit comprehension strategies, and opportunities for extended discussion shows positive impact on student achievement.

According to the Teaching Secondary Students to Write Effectively from What Works Clearing House, utilizing writing for a variety of purposes shows positive impact on student achievement.

According to 10 Key Vocabulary Strategies For All Students from The University of Texas at Austin/The Meadows Center for Preventing Educational Risk, giving multiple opportunities to encounter and use academic vocabulary shows a positive impact on student achievement.

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.

Data:

- 1) The leadership team will meet with teachers to discuss FAST ELA and prior year data for overall population and specific subgroups at the beginning of the year.
- 2) The leadership team will analyze data metrics from Progress Learning probes, module tests, and quarterly progress monitoring assessments, and meet with teachers for data chats once a month.
- 3) Teachers will have data chats with SWD students once a month for the unit assessments. Teachers will also meet with all students once a quarter to review the FAST quarterly test.
- 4) The administration would review quarterly data to schedule students into a 4 day a week research class for ELA remediation and pre-teaching. The data will also determine lesson development.
- 5) The administration will review data chat documentation once a month.

Person Responsible: Latricia Laurant (llaurant@ecsdf.us)

By When: historical FAST data - beginning of the year; data chats and analysis - monthly

Professional Development:

- 1) Professional development will include the following: implementation of the ELA curriculum which includes Stacked Benchmark Document from My Perspective, comprehension strategies, vocabulary, writing, and student discourse.
- 2) The professional development will be embedded in the weekly planning provided by the School-based literacy coach, District ELA department, and Assistant Principal.

Person Responsible: Latricia Laurant (llaurant@ecsdf.us)

By When: ongoing throughout the 23-24 school year

Planning/PLC:

- 1) Structured planning with the school-based literacy coach, ELA specialist, and assistant principal will occur before school 1 time a week.
- 2) School-based leadership team will utilize a planning protocol to align Tier 1 instruction to the explicit intent of the standards. During planning teachers will utilize the stacked benchmark document to ensure activities and questioning align to the intended rigor of the benchmarks.
- 3) Teachers will also practice collaborative structures and create exemplars for student answers, and written evidence of understanding.
- 4) Teachers will have unstructured planning at least 1 time per week with other grade level ELA and reading teachers to focus on developing the components outlined in the lesson plan to include gathering materials for small groups, creating card sorts, and developing tasks in Canvas.

Person Responsible: Latricia Laurant (llaurant@ecsdf.us)

By When: weekly

Classroom walks/feedback:

- 1) The leadership team, specifically the assistant principal and school-based literacy coach, will conduct ELA classroom visits weekly and then move to twice a month based on observation and qualitative data to monitor the implementation of the professional development and planning outcomes.
- 2) The leadership team will provide feedback to teachers after each visit and determine coaching support based on the data metrics and class walks.
- 3) The team will determine future instructional practices and identify needs for remediation or reteaching opportunities based on the qualitative and quantitative data.

Person Responsible: Latricia Laurant (llaurant@ecsdf1.us)

By When: weekly and then move to bi-weekly based on data

Coaching/Teacher Support:

- 1) In-depth coaching will be provided to ELA and reading teachers by the school-based literacy coach based on qualitative and quantitative data points. The coaching will be focused around content knowledge, SIP evidence-based strategies, and instructional practices.
- 2) The coaching will be monitored by the School Leadership Team and District Content Specialist to determine the focus of the on-going coaching cycle.

Person Responsible: Latricia Laurant (llaurant@ecsdf1.us)

By When: ongoing during the 23-24 school year

#4. Instructional Practice specifically relating to Science**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.

Achievement in Science has not reached 41% proficiency for the past 3 years and shows deficiencies in the following subgroups based on the 2022-2023 SSA: Students with Disabilities (7%), Economically Disadvantaged (25%), African American/Black (17%), Hispanic (17%), Multi-racial (19%), White (48%).

Measurable Outcome:

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

Science proficiency will go from 17% on the 2023 SSA to 41% or higher on the 2024 SSA school-wide and for all ESSA subgroups, including SWD, African American/Black, Economically Disadvantaged, ELL, Asian, and Hispanic students. The achievement gap in proficiency between SWD and overall students will decrease by 50%, going from a 10 point gap on the 2023 Science SSA to 5 point gap or less on the 2024 Science SSA.

Monitoring:

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

The data metrics that will be utilized to monitor the Science goal will be district created probes, unit tests, and quarterly progress monitoring. The leadership team will conduct weekly walkthroughs to monitor the implementation of planning, professional development, and remediation. The leadership team will also review school wide data twice a month. The team will meet with the teachers to discuss the data and determine future instructional practices and identify needs for remediation or reteaching opportunities.

Person responsible for monitoring outcome:

Paul Lovely (plovely@ecsdf.us)

Evidence-based Intervention:

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

1. Provide direct and explicit comprehension strategy instruction with Science text. (Tier 1)
2. Provide opportunities for extended discussion of text meaning and interpretation. (Tier 2)
3. Connect and integrate abstract and concrete representations of concepts in Science. (Tier 2)
4. Utilizing writing for a variety of purposes including conveying scientific information, making a scientific argument, enhancing understanding of scientific reading, or to share a scientific experience (Tier 1)
5. Students are given multiple opportunities to encounter and use academic vocabulary in natural contexts through listening, reading, speaking, and writing. (Tier 1)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

According to Adolescent Literacy: Effective Classroom and Intervention Practices from What Works Clearing House, providing direct and explicit comprehension strategies, and opportunities for extended discussion shows positive impact on student achievement.

According to Organizing Instruction and Study to Improve Student Behavior from What Works Clearing House, connecting and integrating abstract and concrete representations shows positive impact on student achievement.

According to the Teaching Secondary Students to Write Effectively from What Works Clearing House, utilizing writing for a variety of purposes shows positive impact on student achievement.

According to 10 Key Vocabulary Strategies For All Students from The University of Texas at Austin/The

Meadows Center for Preventing Educational Risk, giving multiple opportunities to encounter and use academic vocabulary shows a positive impact on student achievement.

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.

Data:

- 1) The leadership team will meet with teachers to discuss SSA and prior year data for overall population and specific subgroups at the beginning of the year.
- 2) The leadership team will analyze data metrics from Schoolnet probes, unit tests, and quarterly progress monitoring assessments, and meet with teachers for data chats once a month.
- 3) Teachers will have data chats with SWD students once a month for the unit assessments. Teachers will also meet with all students once a quarter to review the Science quarterly test.
- 4) The administration will review quarterly data to schedule identified students in a 8th grade or Biology research class.
- 5) The students will participate in the Science research class 4 days a week. The data will also determine the lesson plans.
- 6) The administration will review data chat documentation once a month.

Person Responsible: Travis Griffin (tgriffin3@ecsdfl.us)

By When: historical data - beginning of the year; data analysis and chats - monthly

Professional Development:

- 1) Professional development will include the following: implementation of the Science curriculum which includes comprehension strategies, vocabulary, writing, abstract to concrete through labs, and student discourse.
- 2) The professional development will be embedded in the weekly planning provided by the Science specialist.

Person Responsible: Travis Griffin (tgriffin3@ecsdfl.us)

By When: ongoing during the 23-24 school year

Planning/PLC:

- 1) Structured planning with the school-based science coach and Science specialist and assistant principal will occur 1 time a week.
- 2) School-based leadership team will utilize a planning protocol to align Tier 1 instruction to the explicit intent of the standards.
- 3) During planning teachers will utilize the test item specifications to ensure activities and questioning align to the intended rigor of the benchmarks.
- 4) Teachers will also practice collaborative structures and create exemplars for student answers, lab work, and written evidence of understanding. 5) Teachers will have unstructured planning at least once a week with other grade level science teachers to focus on developing the components outlined in the lesson plan to include gathering materials for labs, creating card sorts, and developing tasks in Canvas.

Person Responsible: Travis Griffin (tgriffin3@ecsdfl.us)

By When: weekly

Classroom walks/Feedback:

- 1) The leadership team, specifically the assistant principal will conduct classroom walks once every two weeks in 6th and 7th grade science classrooms and once a week in 8th grade science and Biology classrooms to monitor the implementation of the professional development and planning outcomes.
- 2) The leadership team will provide feedback to teachers after each visit and determine coaching support based on the data metrics and class walks.
- 3) The team will determine future instructional practices and identify needs for remediation or reteaching opportunities based on the qualitative and quantitative data.

Person Responsible: Travis Griffin (tgriffin3@ecsdfl.us)

By When: bi-weekly (6th & 7th grade); weekly (8th grade)

Coaching/Teacher Support:

- 1) In-depth coaching will be provided to science teachers by the district science specialist based on qualitative and quantitative data points. The coaching will be focused around content knowledge, SIP evidence-based strategies, and instructional practices.
- 2) The coaching will be monitored by the School Leadership Team and District Content Specialist to determine the focus of the on-going coaching cycle.

Person Responsible: Travis Griffin (tgriffin3@ecsdfl.us)

By When: ongoing during the 23-24 school year

#5. Instructional Practice specifically relating to Social Studies**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.

Achievement in Civics has not reached 41% proficiency for the past 3 years and shows deficiencies in the following subgroups based on the 2022-2023 Civics EOC: Students with Disabilities (4%), Economically Disadvantaged (21%), African American/Black (14%), Hispanic (12%), Multi-racial (29%), White (35%) and ELL (7%).

Measurable Outcome:

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

Civics proficiency will go from 22% on the 2023 Civics EOC to 41% or higher on the 2024 Civics EOC school-wide and for all ESSA subgroups, including SWD, African American/Black, Economically Disadvantaged, ELL, Asian, and Hispanic students. The achievement gap in proficiency between SWD and overall students will decrease by 50%, going from 25 point gap on the 2023 Civics EOC to 13 point gap or less on the 2023 Civics EOC.

Monitoring:

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

The data metrics that will be utilized to monitor the Civics goal will be district created probes, unit tests, and quarterly progress monitoring. The leadership team will conduct weekly walkthroughs to monitor the implementation of planning, professional development, and remediation. The leadership team will also review school wide data twice a month. The team will meet with the teachers to discuss the data and determine future instructional practices and identify needs for remediation or reteaching opportunities.

Person responsible for monitoring outcome:

Paul Lovely (plovely@ecsdf.us)

Evidence-based Intervention:

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

1. Provide direct and explicit comprehension strategy instruction with Civics text. (Tier 1)
2. Provide opportunities for extended discussion of text meaning and interpretation. (Tier 2)
3. Connect and integrate abstract and concrete representations of concepts in Civics. (Tier 2)
4. Students are given multiple opportunities to encounter and use academic vocabulary in natural contexts through listening, reading, speaking, and writing. (Tier 1)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

According to Adolescent Literacy: Effective Classroom and Intervention Practices from What Works Clearinghouse, providing direct and explicit comprehension strategies, and opportunities for extended discussion shows positive impact on student achievement.

According to Organizing Instruction and Study to Improve Student Behavior from What Works Clearinghouse, connecting and integrating abstract and concrete representations shows positive impact on student achievement.

According to 10 Key Vocabulary Strategies For All Students from The University of Texas at Austin/The Meadows Center for Preventing Educational Risk, giving multiple opportunities to encounter and use academic vocabulary shows a positive impact on student achievement.

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.

Data:

- 1) The leadership team will meet with teachers to discuss Civics EOC and prior year data for overall population and specific subgroups at the beginning of the year.
- 2) The leadership team will analyze data metrics from Schoolnet probes, unit tests, and quarterly progress monitoring assessments, and meet with teachers for data chats once a month.
- 3) Teachers will have data chats with SWD students once a month for the unit assessments. Teachers will also meet with all students once a quarter to review the Civics quarterly test.
- 4) The administration would review quarterly data to schedule students into a 4 day a week research class for Civics remediation and pre-teaching. The data will also determine lesson development.
- 5) The administration will review data chat documentation once a month.

Person Responsible: Paul Lovely (plovely@ecsdfl.us)

By When: historical data - beginning of the year; data analysis & data chats - monthly

Professional Development:

- 1) Professional development will include the following: implementation of the Social Studies curriculum which includes comprehension strategies, vocabulary, writing, and student discourse.
- 2) The professional development will be embedded in the weekly planning provided by the District Social Studies Specialist.

Person Responsible: Paul Lovely (plovely@ecsdfl.us)

By When: on going throughout the 23-24 school year

Planning/PLC:

- 1) Structured planning with the District Social Studies Specialist and principal will occur 1 time a week.
- 2) School-based leadership team will utilize a planning protocol to align Tier 1 instruction to the explicit intent of the standards.
- 3) During planning teachers will utilize the test item specifications to ensure activities and questioning align to the intended rigor of the benchmarks.
- 4) Teachers will also practice collaborative structures and create exemplars for student answers and written evidence of understanding.
- 5) Teachers will have unstructured planning at least once a week with other grade level social studies teachers to focus on developing the components outlined in the lesson plan to include gathering materials for activities, creating card sorts, and developing tasks in Canvas.

Person Responsible: Paul Lovely (plovely@ecsdfl.us)

By When: Weekly

Classroom walks/feedback:

- 1) The leadership team, specifically the assistant principal, will conduct classroom walks once every two weeks in US History and World History classrooms and once a week in 7th grade Civics classrooms to monitor the implementation of the professional development and planning outcomes.
- 2) The leadership team will provide feedback to teachers after each visit and determine coaching support based on the data metrics and class walks.

3) The team will determine future instructional practices and identify needs for remediation or reteaching opportunities based on the qualitative and quantitative data.

Person Responsible: Paul Lovely (plovely@ecsdfl.us)

By When: bi-weekly (US History & World History); weekly (civics)

Coaching/Teacher support:

1) In-depth coaching will be provided to social studies teachers by the District Social Studies Specialist based on qualitative and quantitative data points. The coaching will be focused around content knowledge, SIP evidence-based strategies, and instructional practices.

2) The coaching will be monitored by the School Leadership Team and District Content Specialist to determine the focus of the on-going coaching cycle.

Person Responsible: Paul Lovely (plovely@ecsdfl.us)

By When: on going throughout the 23-24 school year

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).

Funding allocations for Title I funds are based on survey 3 poverty data. Schools receive these allocations in the spring and work with Title I and the level directors to determine how those funds are utilized. Title I schools also receive additional funding for low income students to support parent involvement. UniSIG allocations are based on school grade and overall Federal Index rates and are received in late summer. The schools work with the School Transformation Office (STO) and level directors to determine the usage of these funds to maximize impact on student achievement. Both Title I and UniSIG are aligned so there are no resource duplications between these two main school improvement funding sources. The Human Resource Department works with Budgeting, Finance, Title I, STO, and Executive staff to review staffing to ensure schools in need have staffing that reflects the need of the school. Title I, UniSIG, Reading Allocation, ESSER, and SAI funding sources are utilized to add supplemental positions to meet the needs of schools and align to state and district goals. School Improvement funding allocations are also utilized to pay staff to attend planning sessions and professional development sessions with the Professional Development Department and STO based on input from BSI and the district. The district identifies resources for coaching and planning support through the level directors, School Transformation Office, Title I, and Professional Development Department. Schools are tiered based on need including school grade, overall federal index, graduation rates, and ESSA subgroup data. Supplemental resources in addition to the district purchased core resources are reviewed based on the school need and approved for purchase utilizing school improvement funding and SAI funding. The district has also begun to utilize Canvas as the LMS to help support resource allocation to include benchmark aligned lessons, professional development, and content training for schools. Additional support that is identified by quarterly meetings with schools and monthly meetings with the BSI team will be supported through the LMS to ensure school needs and district resources are being appropriately allocated for the 2023-2024 school year.

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.

Administration will share the SIP with stakeholders by posting on the school's website. In addition, the school will inform stakeholders of Title 1 meeting by posting on the website a Title 1 and SIP, UnSig budget meeting on August 31st. The meeting will be held on the same night as Open House. Parents and stakeholders will be invited to attend the meeting prior to the start of Open House.
Website: escambiacountyschools.org

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))

The administrative team plan to communicate with parents events occurring on campus. The school will host Title I events throughout the year and invite parents and families to engage in learning activities with their child to promote a positive culture of learning with families and the school.

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))

Professional Learning will be offered to staff to build their capacity in providing quality instruction. The administrative team will work with teachers to closely analyze data to determine instructional trends and will develop action steps to improve students understanding of instruction. Teachers will meet twice a week for common planning to discuss lessons and best practices. Students that scored high on state assessments were placed in accelerated courses.

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))

The plan adheres to the Tier 1 status of BSI. The administrative team works with district and state personnel to develop the SIP, participate in Instructional Walk Throughs, and analyze data and develop actions steps to increase student achievement. Subgroups that did not meet ESSA requirements were identified. The school will focus on those subgroups to increase their student achievement.

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))

The school have three counselors for each grade level. Counselors meet with their students to that are in need and provide counseling services. In addition, the school offers onsite specialize support for

families. The school navigator responsibility is to provide resources to families that are need. All students participate in mental health modules and Miss Kendra modules weekly during Research Class.

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))

All students are enrolled in workforce class to prepare them for postsecondary opportunities. 8th grade students are enrolled in certification courses.

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).

The school adheres to the district's discipline matrix and enroll overage student into credit recovery classes. Students are closely monitored and provided support for them to recovery credit.

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))

Staff will participate in monthly professional learning school wide. Staff meets weekly for common planning to discuss lessons and include best practices. Teachers analyze data during meeting and target selected students to improve their achievement

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: Math				\$250,257.04
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6300	100	0061 - Bellview Middle School	UniSIG		\$99,264.00
			Notes: Bellview MS UniSIG: Focus 1-5 Stipend for planning with administration, school-based instructional coaches, and School Transformation instructional coaches 47 teachers x 2 days per week x 4 weeks per month x 8 months x \$33			
	6300	210	0061 - Bellview Middle School	UniSIG		\$13,470.12
			Notes: Bellview MS UniSIG: Focus 1-5 Retirement for planning with administration, school-based instructional coaches, and School Transformation instructional coaches teachers x 2 days per week x 4 weeks per month x 8 months x \$33 x .1357			

	6300	220	0061 - Bellview Middle School	UniSIG		\$7,593.69
			<i>Notes: Bellview MS UniSIG: Focus 1-5 Social security for planning with administration, school-based instructional coaches, and School Transformation instructional coaches teachers x 2 days per week x 4 weeks per month x 8 months x \$33 x .0765</i>			
	6300	240	0061 - Bellview Middle School	UniSIG		\$1,191.16
			<i>Notes: Bellview MS UniSIG: Focus 1-5 Workers' comp for planning with administration, school-based instructional coaches, and School Transformation instructional coaches teachers x 2 days per week x 4 weeks per month x 8 months x \$33 x .012</i>			
	5100	510	0061 - Bellview Middle School	UniSIG		\$19,413.29
			<i>Notes: Bellview MS UniSIG: Focus 1-5 Office supplies to support benchmark-aligned instruction. (Paper, pencils, composition books, chart paper, staplers, staples, clipboards, sticky notes, paper fasteners, sticky flags, manual hole punch, post-it notes, binders, binder clips)</i>			
	6400	310	0061 - Bellview Middle School	UniSIG		\$15,000.00
			<i>Notes: Bellview MS UniSIG: Focus 1 SREB contract - a partnership to examine data and propose math remediation content for school-identified students needing gap instruction. (SREB's coach will collaborate with district STO coaches to create structured content pacing and assemble relevant resources for the Intensive Math instruction to occur during the 2023-2024 school year). 15 days of Face to Face support X 1000 per day</i>			
	5100	510	0061 - Bellview Middle School	UniSIG		\$6,247.00
			<i>Notes: Bellview MS UniSIG: Focus 1-5 Math manipulatives to support benchmark-aligned instruction. (Tangrams, attribute blocks, fraction bars, GEO boards, color counters, Judy clocks, number cards, addition table, 3D figures, blank pictograph, connecting cubes, fractions of circles, rulers, centimeter grid, multiplication table, measuring cups, play bills, play coins, blank clock faces, math charts)</i>			
	5100	519	0061 - Bellview Middle School	UniSIG		\$7,000.00
			<i>Notes: Bellview MS UniSIG: Focus 1-5 Ink to support benchmark-aligned instruction</i>			
	5100	520	0061 - Bellview Middle School	UniSIG		\$3,700.13
			<i>Notes: Bellview MS UniSIG: Focus 1-5 Measure Up Math supplemental to support benchmark-aligned instruction. 75 student books x \$14.95 per student book = 3363.75 (free teacher edition) + shipping \$336.38 free teacher edition</i>			
	6300	100	0061 - Bellview Middle School	UniSIG		\$51,603.00
			<i>Notes: Bellview MS UniSIG: Focus 1-5 Pre-approved Supplemental Teacher position to support benchmark aligned instruction.</i>			
	6300	210	0061 - Bellview Middle School	UniSIG		\$7,003.00
			<i>Notes: Bellview MS UniSIG: Focus 1-5 Retirement for Pre-approved Supplemental Teacher position</i>			
	6300	220	0061 - Bellview Middle School	UniSIG		\$3,948.00
			<i>Notes: Bellview MS UniSIG: Focus 1-5 Social Security for Pre-approved Supplemental Teacher position</i>			
	6300	231	0061 - Bellview Middle School	UniSIG		\$5,820.00

			<i>Notes: Bellview MS UniSIG: Focus 1-5 Health for Supplemental Teacher position</i>			
	6300	232	0061 - Bellview Middle School	UniSIG		\$127.00
			<i>Notes: Bellview MS UniSIG: Focus 1-5 Life for Pre-approved Supplemental Teacher position</i>			
	6300	235	0061 - Bellview Middle School	UniSIG		\$152.00
			<i>Notes: Bellview MS UniSIG: Focus 1-5 Dental for Pre-approved Supplemental Teacher position</i>			
	6300	240	0061 - Bellview Middle School	UniSIG		\$619.00
			<i>Notes: Bellview MS UniSIG: Focus 1-5 Workers' Comp for Pre-approved Supplemental Teacher position</i>			
	5100	641	0061 - Bellview Middle School	UniSIG		\$7,376.08
			<i>Notes: Bellview MS UniSIG: Focus 1-5 Calendar & Data Board (Math) to support progress monitoring and tracking of student data. Magnatag - Rectangle Grid Printed Boards (1); Magnetic Whiteboard Wall Panels (6) = \$6,726.00 + \$650.08 shipping = \$7376.08</i>			
	5100	520	0061 - Bellview Middle School	UniSIG		\$729.57
			<i>Notes: Bellview MS UniSIG: Focus 1-5 Everglades Algebra 1 supplemental to support benchmark-aligned instruction, 35 student books x \$18.95 = \$663.25 + 10% shipping - \$66.32</i>			
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$0.00
3	III.B.	Area of Focus: Instructional Practice: ELA				\$126,795.58
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	520	0061 - Bellview Middle School	UniSIG		\$3,700.00
			<i>Notes: Bellview MS UniSIG: Focus 1-5 Measure Up ELA supplemental to support benchmark-aligned instruction. 75 student books x \$14.95 per student book = \$3363.75 + shipping \$336.38 = \$3700.13 free teacher edition</i>			
	5100	369	0061 - Bellview Middle School	UniSIG		\$10,120.00
			<i>Notes: Bellview MS UniSIG: Focus 1-5 i-Ready toolbox supplemental to support benchmark-aligned instruction.</i>			
	5100	641	0061 - Bellview Middle School	UniSIG		\$7,376.08
			<i>Notes: Bellview MS UniSIG: Focus 3 Calendar & Data Board (ELA) to support progress monitoring and tracking of student data. Magnatag - Rectangle Grid Printed Boards (1); Magnetic Whiteboard Wall Panels (6) = \$6,726.00 + \$650.08 shipping = \$7376.08</i>			
	5100	121	0061 - Bellview Middle School	UniSIG		\$51,927.00
			<i>Notes: Bellview MS UniSIG: Focus 1-3 Remedial Teacher position to provide credit recovery for students and support benchmark-aligned instruction. Pre-approved by BSI, May 2023 (10 months, 196 days, 7.5 hours per day)</i>			
	5100	210	0061 - Bellview Middle School	UniSIG		\$7,046.00
			<i>Notes: Bellview MS UniSIG: Focus 3 Retirement for Remedial Teacher position to provide credit recovery for students and support benchmark-aligned instruction. Pre-approved by BSI, May 2023 (10 months, 196 days, 7.5 hours per day)</i>			

	5100	220	0061 - Bellview Middle School	UniSIG		\$3,972.00
			Notes: Bellview MS UniSIG: Focus 3 Social Security for Remedial Teacher position to provide credit recovery for students and support benchmark-aligned instruction. Pre-approved by BSI, May 2023 (10 months, 196 days, 7.5 hours per day) \$51,927 x .0765 = \$3972			
	5100	231	0061 - Bellview Middle School	UniSIG		\$7,650.00
			Notes: Bellview MS UniSIG: Focus 3 Health for Remedial Teacher position to provide credit recovery for students and support benchmark-aligned instruction. Pre-approved by BSI, May 2023 (10 months, 196 days, 7.5 hours per day) \$51,927 x .0765 = \$3972 50.08 shipping = \$7376.08			
	5100	232	0061 - Bellview Middle School	UniSIG		\$131.00
			Notes: Bellview MS UniSIG: Focus 3 Life for Remedial Teacher position to provide credit recovery for students and support benchmark-aligned instruction. Pre-approved by BSI, May 2023			
	5100	235	0061 - Bellview Middle School	UniSIG		\$170.00
			Notes: Bellview MS UniSIG: Focus 3 Dental for Remedial Teacher position to provide credit recovery for students and support benchmark-aligned instruction. Pre-approved by BSI, May 2023 \$7376.08			
	5100	240	0061 - Bellview Middle School	UniSIG		\$623.00
			Notes: Bellview MS UniSIG: Focus 3 Workers' Comp for Remedial Teacher position to provide credit recovery for students and support benchmark-aligned instruction. Pre-approved by BSI, May 2023			
	5100	510	0061 - Bellview Middle School	UniSIG		\$1,347.50
			Notes: Bellview MS UniSIG: Focus 1- 3 Student planner for 6 grade students to support developing organizational skills and improve learning. 350 students x \$3.35 = \$1172.50 + shipping .50 per planner = \$175			
	5100	648	0061 - Bellview Middle School	UniSIG		\$9,733.00
			Notes: Bellview MS UniSIG: Focus 1- 3 Grades 6 - 8, technology-related copier for student use and instructional support materials to support benchmark-aligned instructions. 1 Sharp Model copier x \$ 9,558 + Kit \$175 = \$9733			
	5100	519	0061 - Bellview Middle School	UniSIG		\$1,000.00
			Notes: Bellview MS UniSIG: Focus 1- 3 Headphones to support FAST testing and online programs (100 x 10 = \$1,000)			
	6300	100	0061 - Bellview Middle School	UniSIG		\$22,000.00
			Notes: Bellview MS UniSIG: Focus 1- 3 Sub coverage compensation plan - Extra pay to accommodate teachers loss of planning due to classroom coverage to support benchmark-aligned instruction. Teacher retention is a targeted goal for school improvement, and teachers covering classes during their planning work beyond the normal hours to complete the instructional tasks to reach the goals embedded in our extensive School Improvement Plan.			
4	III.B.	Area of Focus: Instructional Practice: Science				\$6,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	510	0061 - Bellview Middle School	UniSIG		\$6,000.00

		Notes: Bellview MS UniSIG: Focus 4 Science Supplies will be used to support hands-on experiments to support benchmark-aligned instruction. (Graduated cylinders, balance scales, planet models, clay, rulers, beakers sets, pan balance, spring scale, thermometers, meter sticks, foam bowls, paper plates, string/yarn, clear plastic cups, safety goggles, magnets, iron washers, gravel, quart bags, magnifying glasses, mineral kit)				
5	III.B.	Area of Focus: Instructional Practice: Social Studies				\$32,625.08
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	520	0061 - Bellview Middle School	UniSIG		\$25,249.00
		Notes: Bellview MS UniSIG: Focus 5 A Civics360 Reader -Supplemental Civics workbooks and readers (1000 x 21.95) + Shipping (\$1,500) = 25,249.00				
	5100	641	0061 - Bellview Middle School	UniSIG		\$7,376.08
		Notes: Bellview MS UniSIG: Focus 5 Calendar & Data Board (Social Studies) to support progress monitoring and tracking of student data. Magnatag - Rectangle Grid Printed Boards (1); Magnetic Whiteboard Wall Panels (6) = \$6,726.00 + \$650.08 shipping = \$7376.08				
Total:						\$415,677.70

Budget Approval

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

No