

St. Lucie Public Schools

Dan McCarty Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Dan Mccarty Middle School

1201 MISSISSIPPI AVE, Fort Pierce, FL 34950

<http://www.stlucie.k12.fl.us/dmm/>

School Board Approval

This plan was approved by the St. Lucie County School Board on 10/10/2023.

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.

Dan McCarty Middle School is preparing each child to be a valued member of society by providing the social and academic skills to succeed.

Provide the school's vision statement.

Social and academic lessons that are challenging, engaging, and relevant will be provided to each child, every day.

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
Stubbs, Latricia	Principal	Instructional Leadership Team Campus Supervision (All) Café Supervision Common Planning-ELA/Reading Common Planning - SS Data Assessment (All) Data Assessment (SS) School Improvement Plan Evaluations School Website/Social Media Approve Payroll Budget/Purchasing Master Scheduling Guidance Opening of School Information Oversee all Management Early Release Schedules School Advisory Council Shared Decision Making Comp. Time Admin Coverage Schedule (Events/Athletics) Admin Coverage Schedule/Ath School-wide Incentives FTE Academic Coaches
Barriner, Terrance	Assistant Principal	Dean of Students Principal's Designee Instructional Leadership Team Campus Supervision Café Supervision Common Planning - Civics/Social Studies Data Assessment -Civics/Social Studies Parent Conferences Evaluations Recruitment PBIS Substitutes/Emergency Sub Plans Supervision Schedule Testing School Website/Social Media Master Scheduling Progress Reports/Report Cards Discipline Grade monitoring/reporting Instructional Materials (Textbooks) Emergency Management Plan Attendance Athletics

Name	Position Title	Job Duties and Responsibilities
Huzar, Heather	Assistant Principal	ESOL Lead Instructional Leadership Team Campus Supervision Café Supervision Parent Conferences School Improvement Plan Recruitment Buses/Transportation Evaluations Oversee Math/ Science Grade mointoring /reporting Maintenance/Facilities/Custodial Master Schedule Oversee Guidance MTSS Fire Drills/Evac and Lockdown Sched ESOL Paras Defiency Reports Attendance School Website/Social Media Discipline Technology ESOL Compliance NEST Attendance

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Advisory Council will be used to monitor the implementation of the School Improvement Plan. The plan itself is a collaborative effort between our school administration and school leadership team. Together, we have analyzed available data to determine areas of improvement and instructional trends. Once compiled, this information is shared during our initial meeting and monitored monthly thereafter.

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))

Our SIP plan will be monitored during our bi-monthly leadership meetings, Executive Director monthly meetings and State visits by the FLDOE.

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	91%
2022-23 Economically Disadvantaged (FRL) Rate	92%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK)* Hispanic Students (HSP)* Multiracial Students (MUL)* White Students (WHT) Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: D 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	79	119	123	321
One or more suspensions	0	0	0	0	0	0	38	95	82	215
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	17	26	43
Course failure in Math	0	0	0	0	0	0	0	16	33	49
Level 1 on statewide ELA assessment	0	0	0	0	0	0	101	93	112	306
Level 1 on statewide Math assessment	0	0	0	0	0	0	91	82	96	269
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	96	83	100	279

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	125	144	160	429

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

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

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	128	176	173	477
One or more suspensions	0	0	0	0	0	0	114	120	109	343
Course failure in ELA	0	0	0	0	0	0	4	36	3	43
Course failure in Math	0	0	0	0	0	0	33	24	3	60
Level 1 on statewide ELA assessment	0	0	0	0	0	0	112	134	131	377
Level 1 on statewide Math assessment	0	0	0	0	0	0	120	138	123	381
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	208	225	192	625

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	193	228	209	630

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	2	1	1	4

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	128	176	173	477
One or more suspensions	0	0	0	0	0	0	114	120	109	343
Course failure in ELA	0	0	0	0	0	0	4	36	3	43
Course failure in Math	0	0	0	0	0	0	33	24	3	60
Level 1 on statewide ELA assessment	0	0	0	0	0	0	112	134	131	377
Level 1 on statewide Math assessment	0	0	0	0	0	0	120	138	123	381
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	208	225	192	625

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	193	228	209	630

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	2	1	1	4

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*	30	36	49	24	39	50	24		
ELA Learning Gains				35			37		
ELA Lowest 25th Percentile				33			33		
Math Achievement*	32	37	56	25	37	36	23		
Math Learning Gains				46			40		
Math Lowest 25th Percentile				47			46		
Science Achievement*	22	32	49	23	39	53	18		
Social Studies Achievement*	44	50	68	38	52	58	42		
Middle School Acceleration	61	74	73	75	48	49	58		
Graduation Rate					39	49			
College and Career Acceleration					53	70			
ELP Progress	27	23	40	35	79	76	35		

* 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	36
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	216
Total Components for the Federal Index	6
Percent Tested	95
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	38

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	381
Total Components for the Federal Index	10
Percent Tested	97
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	17	Yes	4	3
ELL	29	Yes	4	1
AMI				
ASN				
BLK	35	Yes	3	
HSP	37	Yes	2	
MUL	41			
PAC				
WHT	47			
FRL	36	Yes	3	

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	2
ELL	32	Yes	3	
AMI				
ASN				
BLK	36	Yes	2	
HSP	38	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%
MUL	36	Yes	1	
PAC				
WHT	48			
FRL	40	Yes	2	

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	30			32			22	44	61			27
SWD	12			16			14	14			5	31
ELL	16			28			5	33	64		6	27
AMI												
ASN												
BLK	27			28			16	44	63		6	29
HSP	28			37			23	42	67		6	25
MUL	52			29							2	
PAC												
WHT	49			43			44	50			4	
FRL	31			32			22	44	61		6	26

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	24	35	33	25	46	47	23	38	75			35
SWD	10	26	33	10	36	39	10	24				46
ELL	16	34	25	24	45	40	11	26	64			35
AMI												
ASN												

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
BLK	18	34	37	19	44	48	16	35	77			36
HSP	27	36	24	30	49	39	24	40	76			35
MUL	33	24		34	58		33					
PAC												
WHT	40	40		35	41	50	46	61	67			
FRL	25	36	39	26	47	50	24	39	79			38

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	37	33	23	40	46	18	42	58			35
SWD	13	26	27	9	27	37	3	19				
ELL	20	37	30	18	43	58	17	27	55			35
AMI												
ASN												
BLK	19	35	35	17	38	44	12	41	54			42
HSP	27	37	26	30	42	56	29	38	70			30
MUL	29	38		26	37			43				
PAC												
WHT	39	45		40	46		15	56				
FRL	24	38	35	22	39	47	18	42	55			39

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%	43%	-18%	47%	-22%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	30%	42%	-12%	47%	-17%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	32%	48%	-16%	54%	-22%
07	2023 - Spring	33%	38%	-5%	48%	-15%
08	2023 - Spring	25%	43%	-18%	55%	-30%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	19%	41%	-22%	44%	-25%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	82%	34%	48%	50%	32%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	92%	39%	53%	48%	44%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	41%	61%	-20%	66%	-25%

III. Planning for Improvement

Data Analysis/Reflection
 Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The two data components that showed the lowest performance were 8th grade Science (22%) and 7th grade ELA (24%). The contributing factors are as follows for 8th Science: Students had no prior year 7th grade Science content knowledge as the "teachers" in those subject areas were long term substitutes with no Science background. Additionally, there was a lack of opportunity provided for students to engage in the intended learning and planning for explicit hands-on instruction that align to the benchmark in 8th grade. Trend data also suggests that students district assessments were higher than the end of year proficiency Using this data as an indicator, we will look to build and embed authentic spiral reviews to help students with content retention and test stamina.

For ELA, 7th grade did not grow students in the area of proficiency. As a cohort, they maintained the same proficiency level as the prior year yielding stagnate growth. The factors that contributed to this decline include new/less experienced teachers at DMMS and teachers lack of content knowledge. Furthermore, the system with which feedback was given in ELA was not as prevalent as needed. As a result, new actions include the elevation of structures and systems for both teachers and students for the monitoring of CLPs and classroom instructional procedures; Deliberate structures for Instructional Coaching including regularly scheduled coaching cycles with follow-up by administration. CLPs protocols to support the need for additional monitoring during CLPs. Additional district support for building teacher capacity and CLPs from instructional specialists; Placement of additional intervention support to support learning for the most critical students and the addition of two effective 7th grade ELA and Intensive Reading VAM teachers will also serve as a contribution to increased student outcomes. .

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

In looking at areas of decline, Science has been an area of stagnancy and subtle decline. Although overall proficiency has not declined, student data suggests that student learning has not excelled as it once did.

Based on current data trends, our number of Level 4 students declined by 1% point from 7% to 6%. Subsequently, the percentage of Level 5 students dropped by 4%. The factors that contributed to this decline include insufficient professional learning targeting pedagogy and core supplemental curriculum, tracking and use of progress monitoring assessment to inform instruction, target interventions and students lack of 7th grade Science content.

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 had the greatest gap when compared to the state average was Civics. Although Civics showed an improvement in comparison to prior year (2022), we are still significantly below the district and state average. 7th grade Civics did perform better than 7th ELA by 17% which is indicative of the students understanding the content and teachers' knowledge of content and benchmarks. However, students reading comprehension is still a contributing factor to this gap along with the inadequate opportunities provided for students to engage in the intended learning and task application.

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

Based off progress monitoring and 2022 state assessments, the data components that showed the most improvements were the following: our math achievement increased from 23% to 31%. Our acceleration cell improved from 74% to 85%. New actions are as follows:

1. Benchmark based core and supplemental curriculum (remediation/acceleration) opportunities for all students through SAVVAS materials and supplemental programs such like I-Ready.

2. Professional development opportunities with a focus on the implementation and monitoring of Tier 1 instructional practices (new Mathematics Curriculum Savvas); student engagement strategies (Kagan); supplemental curriculum (iReady); data focused instruction and feedback; and the implementation of the new B.E.S.T. benchmarks.
3. Ongoing development, implementation and review of formative and summative assessments (teacher-created and district-adopted).
4. Research-based routines and instructional best practices
5. Utilize school, classroom and individual data trends to provide actionable feedback that results in changes to instructional practice and student outcomes.
6. CLP protocols and Classroom Walkthroughs that ensure the monitoring of instructional practices from planning to instruction in the classroom that align to the Mathematics B.E.S.T. benchmarks.
7. Math Coach co-teaching Math Accelerated classes (Geometry and Algebra)

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

The Early Warning System data indicates two areas for immediate concern: student attendance and the number of level 1 students in ELA and Math based on PM3 performance.

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

- Student Discipline
- Student Attendance
- ELA, Math and 8th grade Science proficiency
- Learning Gains
- Math Acceleration

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 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.

In looking at areas of decline, Science has been an area of stagnancy and subtle decline. Although overall proficiency has not declined, student data suggests that student learning has not excelled as it once did. As a result, Dan McCarty will increase our level 4 and 5 Science students. Based on current data trends, our number of Level 4 students declined by 1% point from 7% to 6%. Subsequently, the percentage of Level 5 students dropped by 4%.

Measurable Outcome:

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

Dan McCarty plans to increase, Science proficiency from 22% to 28%. This is an attainable goal as historical data indicates that DMMS Science students have been as high as 28% previously.

Monitoring:

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

The desired outcome will be monitored by focusing on rigorous standards- based instruction, increasing instructional time through scheduling and attendance, and an increase in data driven integrated spiral review we will increase on level 4s and 5s on the state science assessment in 2023-2024.

Person responsible for monitoring outcome:

Heather Huzar (heather.huzar@stlucieschools.org)

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. Standards based core and supplemental curriculum
2. Professional development targeting pedagogy, core and supplemental curriculum
3. Ongoing formative and summative assessments.
4. Tracking and use of progress monitoring assessment to inform instruction and target interventions. (PENDA and district assessments)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. Students should be afforded the opportunity to have access to grade level appropriate. Tier1 instruction and when necessary, students should be given the opportunity to participate in remediation (Tier2) or accelerated activities to maximize their learning experience. <https://opportunitymyth.tntp.org/>
<https://www.ncl.org/reports-studies/promising-practices-to-accelerate-learning-for?students-with-disabilities-during-covid-19-and-beyond/part-1-research-based?approaches-to-accelerate-learning/>
2. Research supports that student achievement and growth can be attributed to teacher capacity. By providing teachers with professional learning opportunities of value - student achievement will increase.
https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_BRIEF.pdf
3. The continuous improvement model supports the Plan-Do-Study-Act - 4 step problem solving model as a protocol for monitoring student learning by continuously evaluating both formative and summative assessments teachers can make just in time decisions

about teaching and learning. <https://www.nctm.org/Research-and-Advocacy/research?brief-and-clips/Benefits-of-Formative-Assessment/>

4. Clear structural outcomes for CLPs and transference to instruction in the classroom will positively impact student learning in the classroom <https://research.com/education/teacher-collaboration-guide>

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.

1. Ensure the effective implementation of the district CLP program.
2. Collaborate with district Office of Teaching and Learning (OTL) and School Renewal staff to support CLPs and provide PD.
3. Utilize ongoing walk-through observations to monitor and support the instructional program.
4. Strategically align the master schedule to ensure adequate time and resource allocations.
5. Implement with fidelity a school-wide assessment program to include daily, weekly, and unit assessments ensuring meaningful and authentic data are captured.
6. Conduct data chats after district assessments during CLPs to inform instruction and target intervention.
7. Turn Around Teacher Leaders will serve as model classrooms to support and build teacher capacity.
8. STEM Resource Teacher to focus on Science instruction and hands-on science labs during 8th grade Resource.
9. Class Field trip to Bush Gardens to allow students to participate in hands-on science experiments that align with the SSA standards.

Person Responsible: Heather Huzar (heather.huzar@stlucieschools.org)

By When: The conclusion of the 23-24 school year.

#2. 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.

At the conclusion of state testing (2021 and 2022) student achievement in all areas of ELA did not yield significant growth in proficiency. Learning gains during these consecutive years dropped by 2% points from 37% to 35% and the bottom quartile remained stagnant at 33%.

Based on PM3 data not including our no counts, DMMS is currently at 27% proficiency. This is a 3% increase from previous years. Although an improvement, the need for increased ELA proficiency is paramount to the success of Dan McCarty and provides a direct correlation with our remaining content areas.

Measurable Outcome:

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

2022-2023 school wide ELA/Reading targets are a minimum of 33% of students in grades 6-8 on PM3 of the Florida Assessment of Student Thinking test will score in the proficient range. Subsequently, schoolwide our learning gains and bottom quartile learning gains will score at the 55% range.

Monitoring:

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

Administrators, instructional coaches, district personnel, and CLP turnaround lead teachers will facilitate and support Collaborative Learning and Planning meetings (CLPs); provide professional learning opportunities for teachers; and review summative and formative data on an on-going basis. Instructional Coaches and District Instructional Partners will provide opportunities to support building the capacity of teacher quality through instructional coaching and modeling. Additional staff (interventionists, resource teachers, teacher's aides) will provide additional support for students through both remedial and accelerated activities aligned the ELA B.E.S.T. benchmarks. Mypath ELA Dianostic, monitoring usage and student data reports and data chats after UA's and PM.

Person responsible for monitoring outcome:

Latricia Stubbs (latricia.stubbs@stlucieschools.org)

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. Benchmark based core Tier 1 opportunities for all students aligned to the ELA B.E.S.T. benchmarks.
2. Professional development opportunities with a focus on the implementation and monitoring of Tier 1 instructional practices; student engagement strategies; data focused instruction and feedback; and professional learning opportunities aligned to the ELA B.E.S.T. benchmarks.
3. Ongoing development, implementation and review of formative and summative assessments (teacher-created and district-adopted).
4. Research-based literacy routines and instructional best practices.
5. Utilize school, classroom and individual data trends to provide actionable feedback that results in changes to instructional practice and student outcomes.
6. CLP protocols and Classroom Walkthroughs that ensure the monitoring of instructional practices from planning to instruction in the classroom
7. Phonics for Reading implementation in Intensive Reading classes.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. Students should be afforded the opportunity to have access to grade level appropriate. Tier 1 instruction and when necessary, students should be given the opportunity to participate in remediation (Tier2) or accelerated activities to maximize their learning experience. <https://opportunitymyth.tntp.org/>
<https://www.ncl.org/reports-studies/promising-practices-to-accelerate-learning-for?students-with-disabilities-during-covid-19-and-beyond/part-1-research-based?approaches-to-accelerate-learning/>
2. Research supports that student achievement and growth can be attributed to teacher capacity. By providing teachers with professional learning opportunities of value - student achievement will increase.
https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_BRIEF.pdf
3. The continuous improvement model supports the Plan-Do-Study-Act - 4 step problem solving model as a protocol for monitoring student learning by continuously evaluating both formative and summative assessments teachers can make just in time decisions about teaching and learning. <https://www.nctm.org/Research-and-Advocacy/research?brief-and-clips/Benefits-of-Formative-Assessment/>
4. Clear structural outcomes for CLPs and transference to instruction in the classroom will positively impact student learning in the classroom <https://research.com/education/teacher-collaboration-guide>

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.

- 1.. Establish clear expectations and protocols for CLP practices.
2. Ensure a transference of content from CLPs to the classroom.
3. Monitor benchmark-based instruction and tasks with fidelity (design and implementation).
4. Utilize available data sources (district, school, classroom, and individual) and data trends to provide actionable feedback that results in changes to instructional practices (for teachers) and student academic outcomes in the classroom.
5. Continuous professional learning opportunities aligned to the ELA B.E.S.T. benchmarks.
6. Strengthen Teir 1 instruction to increase all subgroup achievement.

Person Responsible: Latricia Stubbs (latricia.stubbs@stlucieschools.org)

By When: These actions will be concluded in its entirety by the end of year and monitored throughout the year for adjustments.

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

Area of Focus Description and Rationale:

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

Student attendance will be our area of focus. Statistically, Dan McCarty has had the lowest rate of student attendance for middle schools in our district. Furthermore, data suggests that our improvement in student attendance has remained stagnant only growing a tenth of a point in the last two years. Through the analysis of district student survey data and teacher climate survey data; as well as student discipline, attendance, and early warning system indicators it is evident that each of these indicators yield an area of concern which has impacted student achievement and teacher efficacy about student learning.

Measurable Outcome:

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

Prior to COVID our average attendance was 90%. Based on this historical data, our student attendance will increase approximately 3% points.

Monitoring:

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

Weekly attendance meetings per grade level, monthly attendance incentives and data monitoring of specific attendance indicators. Dan McCarty will implement updated Single School Culture (SSC) protocols for school-wide expectations; all staff and students will receive training on the established expectations; re-trainings and refreshers will be provided throughout the school year. A PBIS Committee will be formed made up of administration, teachers and staff. The committee will meet monthly to plan activities for students. Life Skills groups will be implemented and supported by the Guidance team to meet the needs of students who exhibit multiple Early Warning indicators. ALTOSS (Alternative to School Suspension) will be implemented to reduce the number of days students spend in OSS.

Person responsible for monitoring outcome:

Terrance Barriner (terrance.barriner@stlucieschools.org)

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.)

Parent education programs, check-in and check-out, district attendance meetings with guidance, PST meetings, ALTOSS (Alternative to Out of School Suspension), PBIS, Professional Learning on student behaviors.

<https://www.attendanceworks.org/resources/toolkits/bringing-attendance-home/>

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Student Absenteeism negatively affects academic performance. In addition, self-efficacy, self-management and resiliency have been found to be correlated with academic outcomes. Furthermore, particularly subgroups (low-income, students with disabilities and homeless, foster kids are vulnerable and more likely to experience learning loss.

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.

1. Weekly Attendance Meetings
2. Referral process for students with attendance concerns (PST)
3. Check-in, check-out
4. Attendance incentives
5. Develop agreed upon school-wide Single School Culture expectations
6. Provide Professional Learning (Tough Kid Toolkit) and ongoing training to staff members to assist with classroom management.
7. Schedule time during the school day for students to engage in positive culture and life skills classes with their teachers.
8. I-Succeed, PBIS, Attendance Committees meet regularly to review Early Warning Systems Data and develop action plans as necessary.
9. Continue to implement a system for PBIS token economy and the recognition of positive behavioral attributes.
10. Hire a Resource teacher to assist with Early Warning Systems and middle school course requirements.
11. Hire a Behavioral Specialist to provide in class behavior and instructional support.
12. Provide teachers with AVID training by attending the AVID conference and 1 year membership

Person Responsible: Terrance Barriner (terrance.barriner@stlucieschools.org)

By When: This will be an on-going process that will occur until the conclusion of the school year.

#4. 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.

Although student achievement in the area of Mathematics yielded increases from previous years. The area of proficiency still requires significant growth to meet the measurable outcome of 42%. Furthermore, with the addition of Learning gains and bottom quartile it will be imperative to continuously monitor our progress and subgroups for continued growth.

Measurable Outcome:

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

Student Achievement in the area of Mathematics targeted percentages are a minimum of 42 %of students in grades 6-8 on PM3 of the Florida Assessment of Student Thinking Test will score in the proficient range. Learning Gains and Bottom Quartile Gains will be 65% respectively. Math Acceleration will score in the 75% range.

Monitoring:

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

With the adoption of a new Mathematics curriculum SAVVAS and the Mathematics B.E.S.T. benchmarks, Administrators, instructional coaches, district personnel, and CLP turnaround lead teachers will facilitate and support Collaborative Learning and Planning meetings (CLPs); provide professional learning opportunities for teachers; and review summative and formative data on an on-going basis. Instructional Coaches and District Instructional Partners will provide opportunities to support building the capacity of teacher quality through instructional coaching and modeling. Additional staff (interventionists, resource teachers, teacher's aides) will provide additional support for students through both remedial and accelerated activities.

Person responsible for monitoring outcome:

Heather Huzar (heather.huzar@stlucieschools.org)

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. Benchmark based core and supplemental curriculum (remediation/acceleration) opportunities for all students through SAVVAS materials and supplemental programs such like I-Ready.
2. Professional development opportunities with a focus on the implementation and monitoring of Tier 1 instructional practices (new Mathematics Curriculum Savvas); student engagement strategies (Kagan); supplemental curriculum (i?Ready); data focused instruction and feedback; and the implementation of the new B.E.S.T. benchmarks.
3. Ongoing development, implementation and review of formative and summative. assessments (teacher-created and district-adopted).
4. Research-based routines and instructional best practices (5-E model) supported by the Mathematics B.E.S.T. benchmarks.
5. Utilize school, classroom and individual data trends to provide actionable feedback that results in changes to instructional practice and student outcomes.
6. CLP protocols and Classroom Walkthroughs that ensure the monitoring of instructional practices from planning to instruction in the classroom that align to the Mathematics B.E.S.T. benchmarks.
- 7.Certified Math Interventionist

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. Students should be afforded the opportunity to have access to grade level appropriate Tier1 instruction and when necessary, students should be given the opportunity to participate in remediation (Tier2) or accelerated activities to maximize their learning experience.

<https://opportunitymyth.tntp.org/>

<https://www.ncl.org/reports-studies/promising-practices-to?accelerate-learning-for?students-with-disabilities-during?covid-19-and-beyond/part-1-research-based-approaches?to?accelerate-learning/>

2. Research supports that student achievement and growth can be attributed to teacher capacity. By providing teachers with professional learning opportunities of value - student achievement will increase. https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_BRIEF.pdf

3. The continuous improvement model supports the Plan-Do?Study-Act -

4 step problem solving model as a protocol for monitoring student learning by

continuously evaluating both formative and summative assessments teachers can make

just in time decisions about teaching and learning. <https://www.nctm.org/Research?and-Advocacy/research?brief-and-clips/Benefits-of-Formative?Assessment/>

5. Clear structural outcomes for CLPs and transference to instruction in the classroom will

positively impact student learning in the classroom [https://research.com/education/](https://research.com/education/teacher-collaboration-guide)

[teacher-collaboration-guide](https://research.com/education/teacher-collaboration-guide)

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.

1 Establish clear expectations and protocols for CLP practices.

2. Ensure a transference of content from CLPs to the classroom.

3. Monitor benchmark-based instruction and tasks with fidelity (design and implementation).

4. Utilize available data sources (district, school, classroom, and individual) and data trends to provide actionable feedback that results in changes to instructional practices (for teachers) and student academic outcomes in the classroom.

5. Provide additional supports to teachers with the implementation and facilitation of a newly adopted

Mathematics Curriculum SAVVAS, Math Supplemental Curriculum I-Ready, and Mathematics B.E.S.T

6. New teachers will participate in district PD and build capacity through modeling best practices in CLP with support from both our school-based and district coaches

Person Responsible: [no one identified]

By When: This will be completed at the conclusion of 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).

The process for review of school improvement funding allocations consists of meeting with our grant's director Kimberly Jay. We meet as needed to determine total monies allocated and to identify specific needs that align

to our SIP. In addition, Dan McCarty will work with our district Title 1 instruction to increase all subgroup achievement.

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.

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?

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?

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	Stubbs, Latricia, latricia.stubbs@stlucieschools.org
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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 disseminated during our Title I parent night in September. At this meeting, parents will be given the opportunity to ask questions pertaining to our plan and get a synopsis of our Areas of Focus in the languages most dominantly spoken at Dan McCarty. Furthermore, our SIP plan will be shared with our stakeholders during our September School Advisory Council meeting. Subsequently, our progress will be shared periodically during our remaining Parent Nights that will occur quarterly. Finally, our SIP progress will also be outlined in our school and community handout. This info graph will be disseminated at local community events, such as sporting and community events.

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))

Dan McCarty plans to build a positive relationship with parents, families and other community stakeholders, by utilizing our Family and Community engagement liaison to provide parent education and

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)

DMMS will strengthen our academic program in the school by continuing and improving our CLP structures, ensuring alignment to standards-based instruction and providing opportunities for students to engage in the intended learning. Furthermore, through strategic master scheduling and the addition of highly effective teachers we have increased student's access to quality instruction while providing up to 90 minutes of instructional time in core content areas. Moreover, students that scored a level 3-5 in Math and ELA have been scheduled appropriately and placed in accelerated curriculum as noted in our master schedule. Likewise, students that are identified as Level 1 in ELA and Math have been scheduled to receive instructional support and intensive reading curriculum utilizing Phonics for Reading a supplemental reading program.

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))

Our plan has been created in coordination and integration with CSI activities. These activities include use of UNISIG funds to provide for integral teaching positions to support teacher effectiveness and improve student success measures. In addition, professional learning opportunities have been provided

for teachers and staff to help with the adoption and understanding of new benchmarks. Monies have also been used to support EWS to include Alternative to Out of School Suspension, science and math manipulatives, and increased technology integration.

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))

DMMS ensures that counseling, mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside of the academic subject areas are done in the following ways:

1. Three certified school counselors on campus, one for each grade, to address daily concerns of students, parents, and staff. This includes adherence to the ASCA (American School Counselor Association) Mindset Standards to support students and their families:
 - a. M 3. Positive attitude toward work and learning.
 - b. M 4. Self-confidence in ability to succeed.
 - c. M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes.
2. Three mental health counseling services are provided on campus for students:
 - a. New Horizons counselor – daily on campus
 - b. DATA counselor – daily on campus
 - c. School district LMHC – once a week on campus
3. Specialized support services and mentoring services are provided through the implementation of the MTSS A (Academic) and MTSS B (Behavior) Core Team meetings. All student data is reviewed monthly and includes, but not limited to, interventions that support a student in being successful at school with such interventions as check in/check out, school-based mentor, and access to language services.
4. Other strategies are based on a students' individual needs and developed within the MTSS framework to ensure data collection to evaluate if an intervention is successful or needs adjustment. The school counselors are responsible for the implementation of the MTSS framework and communicating all strategies and interventions to the staff, student, and parents. This can include, but is not limited to, such supports as:
 - a. Classroom Guidance Lessons- such as social skills, testing strategies, and career development.
 - b. PST meetings on individual students with the families.
 - c. Teacher referrals of students to help guide the MTSS framework and school counselors in developing interventions.

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))

DMMS school counselors are responsible for informing students and their families of postsecondary opportunities and the workforce through our high school career and technical programs as well as how to access programs such as dual enrollment to earn postsecondary credit while still in high school. This aligns with the American School Counselor Association Mindsets and Behavior Standards, such as:

1. M 6. Understanding that postsecondary education and lifelong learning are necessary for long-term success.
2. B-LS 8. Engagement in challenging coursework.
3. B-SMS 5. Perseverance to achieve long and short-term goals.
4. B-LS 10. Participation in enrichment and extracurricular activities.

The school counselors will prepare students and their families of the postsecondary opportunities

through such activities as:

1. Parent nights – presentation of information regarding CTE programs, dual enrollment, AICE, and AP programs in our high schools, and how to access all those programs.
2. Classroom guidance presentations – of the CTE, dual enrollment, AICE, and AP programs in our high schools and how to access them. As well as 8th grade high school course offering presentation for 9th grade scheduling.
3. Career and college preparation – 6th grade is participating in AVID (Advancement Via Individual Determination) and 8th grade will take a career assessment and outline academic goals through the district Xello program this year.
4. Career fair – school based, with the help of community organizations such as the Treasure Coast Business Association, the Economic Development Council of St. Lucie, our district CTE department, and the district school counselor for college and career

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).

DMMS has a MTSS B (Behavior) Core Team that consists of the school counselors, the discipline deans, the school administration, the graduation coach, and the ESE specialist. This team meets monthly to review the data on students who need support with their behavior, and to develop interventions to assist those students in being behaviorally successful. Additionally, the ESE specialist is part of the team to address students with IEP's who need behavioral support and to provide expert details regarding the students needs according to their IEP.

The DMMS school counselors are responsible for the MTSS B Core Team meetings and the implementation of the interventions to both prevent and address behavioral concerns to ensure student success in school. This aligns with the ASCA (American School Counselor Association) Standard 2: Behavior Standards to “provide culturally sustaining instruction, appraisal and advisement, and counseling to help all students demonstrate” the three major standards of behavior, which are:

1. Learning Strategies. Examples include:
 - a. B-LS 1. Critical thinking skills to make informed decisions.
 - b. B-LS 2. Creative approach to learning, tasks and problem solving.
2. Self-Management Skills. Examples include:
 - a. B-SMS 1. Responsibility for self and actions.
 - b. B-SMS 7. Effective coping skills.
3. Social Skills. Examples include:
 - a. B-SS 3. Positive relationships with adults to support success.
 - b. B-SS 6. Effective collaboration and cooperation skills.

Interventions can include, but are not limited to:

1. Check in/check out
2. School mentor
3. Scheduled breaks
4. Scheduled rewards
5. Individual counseling
6. Group counseling
7. Preferential seating

American School Counselor Association. (2021). ASCA Student Standards; Mindsets and Behaviors for Student Success. Alexandria, VA: Author.

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))

The professional learning and activities for teachers and other school personnel at DMMS are as follows:

1. Savass Math and ELA training
2. Harvard Turnaround Leadership Conference- Administration and Coaches
3. Tough Kid Toolkit- Behavioral Management and Trama informed Instruction for all
4. AVID Conference- Advancement via Individual Determination - 6th & 7th grade Teachers
5. BSi Conference- Teacher Leaders and Math Coach
6. Phonics for Reading-Intensive Reading Teachers
7. New Teacher DMMS Orientation

In addition, to retain and recruit highly qualified teachers. Our district utilizes teachers VAM scores to payout additional monies up to 15 thousand dollars. Furthermore, DMMS is able to pay six turnaround teacher leaders' additional money to lead Professional Learning, Collaborative Planning and help with the coordination of after school student engagement activities and parent nights. With the extra money teachers are afforded and our concerted efforts to maintain a good culture and climate. DMMS was able to maintain over 80% of our instructional staff while increasing our pool of highly qualified teachers specifically in the areas of ELA and Math. Of the 40 teachers that we have generally funded: 3 are long term subs, 6 are applying for their temporary certifications, 12 teachers have a VAM of effective or highly effective and the remaining are certified teachers.

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))

Not applicable

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: Science				\$30,758.26
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	120	0072 - Dan Mccarty Middle School	UniSIG		\$16,350.00
			<i>Notes: Supplemental collaborative planning for teachers for standards-based instruction for a total of 545 hours at \$30 per hour.</i>			
	6400	210	0072 - Dan Mccarty Middle School	UniSIG		\$2,218.70
			<i>Notes: Retirement - calculated at 13.57% for supplemental collaboration planning for a total of 545 hours at \$30 per hour</i>			
	6400	220	0072 - Dan Mccarty Middle School	UniSIG		\$1,250.77
			<i>Notes: FICA - calculated at 7.65% for supplemental collaboration planning for a total of 545 hours at \$30 per hour</i>			

	5100	510	0072 - Dan Mccarty Middle School	UniSIG		\$10,938.79
			<i>Notes: Student supplies for hands on science experiments for standards-based instruction. Electric Kettles, Vinegar Jugs, Funnels, Damp Rid, Balloons, Baking Soda, Construction Paper, Digital Scales, Atom Sets, Molecular Model Sets, Felt Cell Models, Bar Magnet Sets, Water Cycle Board Sets, Solar System Sets, Erlenmeyer Flasks, Photosynthesis Chambers, Graduated Cylinders, Elephant Toothpaste Kits, Potting Soil, Greenhouse Kits, Density Cube Sets, Hand Warmers, Ice Packs, Quart Bags, Sandwich Bags</i>			
2	III.B.	Area of Focus: Instructional Practice: ELA				\$68,305.88
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	120	0072 - Dan Mccarty Middle School	UniSIG	1.0	\$48,925.01
			<i>Notes: Certified teacher to work with students on the progress for promotion through middle school and into high school.</i>			
	5100	210	0072 - Dan Mccarty Middle School	UniSIG		\$6,639.12
			<i>Notes: Retirement - calculated at 13.57% for certified teacher.</i>			
	5100	220	0072 - Dan Mccarty Middle School	UniSIG		\$3,741.75
			<i>Notes: FICA - calculated at 7.65% for certified teacher</i>			
	5100	231	0072 - Dan Mccarty Middle School	UniSIG		\$7,800.00
			<i>Notes: Group insurance - benefit calculated to \$7800 per FTE.</i>			
	5100	240	0072 - Dan Mccarty Middle School	UniSIG		\$1,200.00
			<i>Notes: Workers' Comp - benefit calculated at \$1200 per FTE per.</i>			
3	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$77,671.46
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6120	130	0072 - Dan Mccarty Middle School	UniSIG	1.0	\$56,650.27
			<i>Notes: Certified teacher that will work specifically with students on promotion requirements, behavior expectations, progress monitoring, and goal setting.</i>			
	6120	210	0072 - Dan Mccarty Middle School	UniSIG		\$7,687.44
			<i>Notes: Retirement - calculated at 13.57% for certified teacher.</i>			
	6120	220	0072 - Dan Mccarty Middle School	UniSIG		\$4,333.75
			<i>Notes: FICA - calculated at 7.65% for certified teacher</i>			
	6120	230	0072 - Dan Mccarty Middle School	UniSIG		\$7,800.00
			<i>Notes: Group insurance - benefit calculated to \$7800 per FTE.</i>			
	6400	240	0072 - Dan Mccarty Middle School	UniSIG		\$1,200.00
			<i>Notes: Workers' Comp - benefit calculated at \$1200 per FTE per.</i>			

4	III.B.	Area of Focus: Instructional Practice: Math				\$144,328.68
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	120	0072 - Dan Mccarty Middle School	UniSIG	1.0	\$48,925.01
			<i>Notes: Certified teacher - math interventionist for 1 FTE to support tier 2 and 3 interventions for students identified as below grade level in mathematics</i>			
	5100	210	0072 - Dan Mccarty Middle School	UniSIG		\$6,639.12
			<i>Notes: Retirement - calculated at 13.57% for certified teacher.</i>			
	5100	220	0072 - Dan Mccarty Middle School	UniSIG		\$3,742.75
			<i>Notes: FICA - calculated at 7.65% for certified teacher</i>			
	5100	231	0072 - Dan Mccarty Middle School	UniSIG		\$7,800.00
			<i>Notes: Group insurance - benefit calculated to \$7800 per FTE.</i>			
	5100	240	0072 - Dan Mccarty Middle School	UniSIG		\$1,200.00
			<i>Notes: Workers' Comp - benefit calculated at \$1200 per FTE per.</i>			
	6400	130	0072 - Dan Mccarty Middle School	UniSIG	1.0	\$55,289.39
			<i>Notes: Certified teacher that will work specifically with teachers on best practices for math instruction, collaborative planning, coaching, and progress monitoring.</i>			
	6400	210	0072 - Dan Mccarty Middle School	UniSIG		\$7,502.77
			<i>Notes: Retirement calculated at 13.57% for certified teacher.</i>			
	6400	220	0072 - Dan Mccarty Middle School	UniSIG		\$4,229.64
			<i>Notes: FICA calculated at 7.65% for certified teacher</i>			
	6400	230	0072 - Dan Mccarty Middle School	UniSIG		\$7,800.00
			<i>Notes: Group Insurance benefit calculated at \$7800 per FTE</i>			
	6400	240	0072 - Dan Mccarty Middle School	UniSIG		\$1,200.00
			<i>Notes: Workers' Comp benefit calculated at \$1200 per FTE</i>			
					Total:	\$321,064.28

Budget Approval

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

No