

Clay County Schools

Middleburg High School



2023-24

Schoolwide Improvement Plan (SIP)

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Middleburg High School

3750 COUNTY ROAD 220, Middleburg, FL 32068

<http://mhs.oneclay.net>

School Board Approval

This plan was approved by the Clay County School Board on 10/5/2023.

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.

To provide a safe, educational environment that fosters students' intellectual, social, emotional and physical potential, empowering them to become productive, lifelong learners.

Provide the school's vision statement.

Our Vision Statement

Middleburg High School exists to prepare life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

Middleburg High School Beliefs:

- *Students will develop the skills necessary to think independently and become effective problem solvers.
- *Students will develop an appreciation and understanding of the value of lifelong learning through enrichment courses and activities.
- *Teachers will encourage students to learn valuable lessons through athletics, performing arts and other extracurricular activities.
- *Teachers will engage the intellectual curiosity and creativity of students, allowing them to become multifaceted learners.
- *Students will learn to accept and adapt to change and will recognize the value of work.
- *Teachers will encourage students to create ethical relationships with other students, faculty members and all members of the community.
- *Students will develop a positive sense of leadership, personal responsibility, and good citizenship.
- *Students will develop awareness of career opportunities and the skills and education required for entrance into various occupational fields.
- *Teachers will encourage a sense of community within the school and provide an atmosphere that encourages parental participation.
- *All members of the school community will strive to create an environment of toleration of diverse opinions and beliefs.

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
Aftuck, Martin	Principal	Support SIP team when needed.
Knox, Miranda	Assistant Principal	Lead SIP team with Teacher Lead. Collect data to bring to meeting. Track goals.

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 are involved in meetings and invited to participate in events. Business stakeholders help provide funds for onboarding freshmen events throughout the year. Parents provide feedback and support when needed at meetings and help organize volunteers at events throughout the year. Teachers help collect data and analyze the data to track goals and see new needs throughout the school year at meetings. Students give feedback through surveys and help volunteer at events throughout the 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))

Attendance will be tracked weekly. As data comes in the SAC team will work with the PBIS (Mindset Motivators) team to appropriately reward students and encourage attendance. Students that are not attending will be tracked and referred to the success team to be addressed and come up with a plan to work with the student on improving attendance.

Discipline will be tracked bi-weekly. As data comes in the SAC team will work with the PBIS (Mindset Motivators) team to establish how to address areas of opportunity.

English Scores will be tracked through county testing 3 times throughout the year with a final state test. Student data will be tracked by teachers and support facilitators to indicate student areas of opportunity. As student data comes in teachers will adjust and readdress materials that need improvement. The head of the Literacy Council will be responsible for tracking the data and relaying that information to the faculty.

All of these efforts together will help close achievement gaps and increase the achievements of students in meeting the State's academic standards.

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)	High School PK, 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	23%
2022-23 Economically Disadvantaged (FRL) Rate	49%
Charter School	No
RAISE School	No
ESSA Identification	N/A

*updated as of 3/11/2024	
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) 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: B 2019-20: B 2018-19: B 2017-18: B
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	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	

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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
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	0	0	0	669	
One or more suspensions	0	0	0	0	0	0	0	0	0	22	
Course failure in ELA	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	194	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	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	0	0	0	589	

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	0	0	0	15

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	49	57	50	54	56	51	52		
ELA Learning Gains				47			48		
ELA Lowest 25th Percentile				33			34		
Math Achievement*	50	50	38	43	35	38	42		
Math Learning Gains				46			37		
Math Lowest 25th Percentile				33			29		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	73	74	64	74	43	40	72		
Social Studies Achievement*	80	80	66	82	48	48	82		
Middle School Acceleration					39	44			
Graduation Rate	94	95	89	92	75	61	93		
College and Career Acceleration	74	63	65	78	78	67	61		
ELP Progress		52	45						

* 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)	N/A
OVERALL Federal Index – All Students	70
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	420
Total Components for the Federal Index	6
Percent Tested	97
Graduation Rate	94

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	582
Total Components for the Federal Index	10
Percent Tested	97
Graduation Rate	92

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	49			
ELL	31	Yes	1	1
AMI				
ASN				
BLK	61			
HSP	68			
MUL	73			
PAC				
WHT	71			
FRL	64			

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	42			
ELL				
AMI				
ASN	70			
BLK	47			
HSP	58			
MUL	71			
PAC				
WHT	59			
FRL	52			

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	49			50			73	80		94	74	
SWD	20			35			44	54		51	6	
ELL	31										1	
AMI												
ASN												
BLK	35			51			58	66		63	6	
HSP	40			42			72	85		67	6	
MUL	53			58			76	82		73	6	
PAC												
WHT	51			50			74	80		75	6	
FRL	40			46			67	76		66	6	

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	54	47	33	43	46	33	74	82		92	78	
SWD	20	26	26	18	37	38	39	63		76	74	
ELL												
AMI												
ASN	70	70										
BLK	33	31	20	20	41	46	54	67		93	62	
HSP	47	47	29	33	43	41	76	88		97	74	
MUL	54	40		79	71		88			85	82	
PAC												
WHT	56	48	35	45	46	29	74	82		92	79	
FRL	43	39	26	36	40	31	61	77		90	75	

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	52	48	34	42	37	29	72	82		93	61	
SWD	24	37	31	20	33	30	47	55		89	32	
ELL	27	36										

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
AMI												
ASN	82											
BLK	45	62	50	21	30	33	60	69		100	40	
HSP	53	47	38	41	44	31	76	81		84	48	
MUL	59	65		44	31			73		100	62	
PAC												
WHT	52	46	31	42	36	29	72	83		94	64	
FRL	48	44	32	40	35	29	69	73		91	54	

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

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	53%	57%	-4%	50%	3%
09	2023 - Spring	48%	55%	-7%	48%	0%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	45%	68%	-23%	50%	-5%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	53%	53%	0%	48%	5%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	75%	73%	2%	63%	12%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	81%	77%	4%	63%	18%

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.

Our lowest performance was in ELA Achievement and ELA Lowest 25th percentile. We are experiencing a higher number of students that are in need of intensive reading.

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

ELA Achievement and ELA Lowest 25th percentile showed the greatest decline. Due to our students needing more assistance in reading and comprehension through Intensive Reading classes, we are seeing an decrease in scores. These are lagging factors that are effects of covid.

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

ELA Achievement and ELA Lowest 25th percentile showed the largest gap. Due to our students needing more assistance in reading and comprehension through Intensive Reading classes, we are seeing an decrease in scores. These are lagging factors that are effects of covid.

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

The greatest areas of improvement were math achievement. We have split the algebra classes into a full year of Algebra 1A and a second year of Algebra 1B. The students will test in their second year. We will see how this affects our scores this year.

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

Attendance

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

Attendance
ELA Achievement
ELA Learning Gains
Algebra scores this year

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

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

Our ELA SWD is currently 21% proficient which is currently the lowest in the county.

Measurable Outcome:

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

The percent of ELA SWD will increase learning gains from 21% to 26%, a 5% gain.

Monitoring:

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

Teachers will discuss progress of students through productive PLCs. Teachers will be aware of and track their lower 33% within their classes to use data to accurately group and target student areas of weakness. Administrators will partner with teachers to brainstorm on key players to ensure student growth. Support facilitators will push-in to targeted classrooms to support SWD in real time. Teachers and Support Facilitators will plan together. Teachers and Support Facilitators will monitor student trackers and discuss weekly within PLCs on how they will incorporate the technology pieces into class activities. A Literacy Council has been created. The head of the Literacy Council is in charge of tracking the data and documenting areas of weakness. This information will be shared out to the faculty in order to plan accordingly.

Monthly PLCs will also be literacy based done through Literacy Council.

Person responsible for monitoring outcome:

Deborah Curry (deborah.curry@myoneclay.net)

Evidence-based Intervention:

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

1. Support Facilitators will push-in to classrooms to support ESE teachers. Schedule will be made and followed to allow the maximum amount of time in the classroom.
2. ELA department will implement and utilize a spreadsheet that tracks the lower quartile, and the bottom 33%. This tracker includes key players involved in specific student's day, including all subject area teachers. Teachers will meet in groups to discuss strategies to assist specific students that they have in common. Reading and writing strategies will be implemented throughout all subject areas.
3. Technology access for teachers and students will benefit the Lower Quartile students. Teachers will use Lexia, FAST Data, and track lexile scores through the year. Individual data tracking on the student's behalf will create ownership of their own learning.
4. Literacy Council will have monthly PDs focused on improving school literacy.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Pushing in will allow for more support in real time with students that have more needs. Planning together will allow for the most efficient lessons to capitalize on the teacher and support facilitators skills. The Tracker will assist all subject area teachers to track specific students in the lower 33%, work in groups to brainstorm ideas that will assist individual student needs, and improve overall ELA scores. Evidence of this

strategy's success should be seen through lexile score increases on Achieve 3000, Lexia, and FAST scores.

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. ELA Dept will identify the lower 33% of students in their classes.
2. Teachers and Support Facilitators will use a data tracker to identify students and track their progress.
3. Teachers and Support Facilitators will target specific standards that students are struggling with to help them achieve mastery.
4. Teachers and Support Facilitators will discuss strategies that are working and continue to work through issues students are having.
5. Teachers and Support Facilitators will continue to remediate throughout the year based off of information that is being tracked in the tracker.
6. Students that are not attending or are really struggling will meet with the Student Success Team as needed through a teacher referral to the Student Success Team.

Person Responsible: Deborah Curry (deborah.curry@myoneclay.net)

By When: Last (3rd) FAST

#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.

Student attendance has improved to 90%, but we want to continue to make this a priority. Also, although referrals have decreased, we are ranked high in relation to the state for higher level referrals.

Measurable Outcome:

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

Level 3 & 4 referrals will decrease 5% from previous years by the end of the 2022-23 school year.

Monitoring:

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

The Discipline Team will monitor discipline data through Synergy and the reports sent out each month by Climate and Culture.

Person responsible for monitoring outcome:

Miranda Knox (miranda.knox@myoneclay.net)

Evidence-based Intervention:

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

Positive Behavior Incentive Systems help create a sense of belonging and appreciation for positive behaviors. PBIS is a school wide system that rewards students for positive behaviors and actions throughout the school year. It rewards students for going above and beyond. PBIS also keeps track of issues that occur around the building throughout the year.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

PBIS programs have shown an increase in attendance by specifically rewarding students for positive behaviors throughout the school year. It has also statistically helped schools decrease referrals throughout the school year when implemented consistently.

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.

Plan incentives for every Week.

Person Responsible: Miranda Knox (miranda.knox@myoneclay.net)

By When: Before the beginning of every month.

Explain to the staff how we will reward students, why we are rewarding students, and how we will implement the program throughout the year.

Person Responsible: Miranda Knox (miranda.knox@myoneclay.net)

By When: Preplanning 8/8/2023

Have staff track who they give the Bravo Broncos rewards in BB Tracker throughout each round and draw a student name for an athletic pass or other reward to be determined.

Person Responsible: Miranda Knox (miranda.knox@myoneclay.net)

By When: Quarterly

Track discipline and attendance data each month.

Person Responsible: Miranda Knox (miranda.knox@myoneclay.net)

By When: Monthly

#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.

We know that we cannot teach students who are not at school. We need attendance to increase so that students can achieve at a higher level, close achievement gaps, and help more students graduate. Last year our average daily attendance was 82%. This has to improve to reach our students.

Measurable Outcome:

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

The goal for our students average daily attendance is above 92% by the end of the 2022-23 school year.

Monitoring:

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

This year the attendance team will be focusing on data and targeting students with low attendance by making phone calls and sending emails to absentees, and helping navigate through attendance meetings. We believe that this will help us alleviate chronic absenteeism. We will also create success plans for all students that participate in an attendance meeting. We will use attendance reports to identify students that show EWS and target these students.

Person responsible for monitoring outcome:

Justin Williams (justin.williams@myoneclay.net)

Evidence-based Intervention:

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

A Student Success Team (SST) is a positive, team oriented approach to assisting students with a wide range of concerns related to their school performance, attendance, and experience. The purpose of the SST is to identify and intervene based off of early warning signs, in order to design a support system for students having difficulty in the general education classroom.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

We are choosing Student Success Team meetings to address attendance at MHS because this will help us build relationships with students, parents, and community partners to assist our students that need a little more structure or help developing a plan.

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.

Attendance Team will pull attendance records each week to identify students that are at an attendance percentage of less than 90%.

Person Responsible: Justin Williams (justin.williams@myoneclay.net)

By When: Weekly

Attendance Team set up a Success Team meeting. These meetings will occur as needed. If a student's GPA is below or very close to a 2.0 and they are in the early warning signs with attendance we will schedule a Student Success Team meeting with parents and student.

Person Responsible: Justin Williams (justin.williams@myoneclay.net)

By When: Weekly

Attendance Team will address concerns and develop a plan with the student and parent/guardian.

Person Responsible: Justin Williams (justin.williams@myoneclay.net)

By When: Weekly

Attendance Team will follow up with families to keep them on track and assist with any other needs possible.

Person Responsible: Justin Williams (justin.williams@myoneclay.net)

By When: Weekly

#4. ESSA Subgroup specifically relating to English Language Learners**Area of Focus Description and Rationale:**

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

Increase the percent of ELLs meeting proficiency from 31% to 42% by May of 2024.

Measurable Outcome:

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

Increase the percent of ELLs meeting proficiency from 31% to 42% by May of 2024.

Monitoring:

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

The attendance secretary will pull reports weekly to monitor ELL student attendance.

Person responsible for monitoring outcome:

Miranda Knox (miranda.knox@myoneclay.net)

Evidence-based Intervention:

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

Students will have Success Team meetings to help the school provide supports that students may need to be successful. (i.e. counseling, tutoring, and/or accommodations)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Success Team meetings allow us to see more than just that a student is missing school. We are able to find out why and help work with families to address issues.

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.

Pull attendance reports for ELLs that are showing up as excessive absences.

Person Responsible: Miranda Knox (miranda.knox@myoneclay.net)

By When: Weekly

Set up Success Team Meeting with student and parents.

Person Responsible: Justin Williams (justin.williams@myoneclay.net)

By When: As students are identified throughout the year.

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

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

1	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
4	III.B.	Area of Focus: ESSA Subgroup: English Language Learners	\$0.00
Total:			\$0.00

Budget Approval

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

No