Manatee County Public Schools

ELECTA LEE MAGNET MIDDLE

2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Manatee County School Board.

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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

Improve academic achievement and personalize the educational experience, for all students.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Dr. Terrance Marshall

Position Title

Assistant Principal

Job Duties and Responsibilities

Personnel Action Services

Interview and select qualified personnel to be recommended for appointment. Supervise assigned personnel, conduct annual performance appraisals, and make recommendations for appropriate employment actions.

Provide training opportunities and feedback to personnel at the assigned school.

Assign tasks and supervise personnel in task accomplishment.

Assist with making difficult personnel decisions when necessary including dealing with ineffective teacher or staff performance.

School Operations / Delivery Systems Assist with the operation, activities, and functions at the school site.

Supervise and monitor the accurate and timely completion of data collection and reporting requirements.

Write and disseminate newsletters, memos, letters, agendas, and other materials.

Facilitate a program of family and community involvement.

Work with parents to resolve complaints or concerns.

Develop and maintain positive school/community relations and act as liaison between the two.

Implement School Board policy, state statutes, and federal regulations as they pertain to the assigned school.

Leadership Team Member #2

Employee's Name
Mrs. Kimone Cooper

Position Title
Principal

Job Duties and Responsibilities

Supervise the operation, activities, and functions at the school site.

Manage and supervise the school's financial resources including the preparation and disbursement of the school's budget and internal accounts.

Supervise and monitor the accurate and timely completion of data collection and reporting requirements.

Write and disseminate newsletters, memos, letters, press releases, agendas and other materials.

Use technology effectivley.

Coordinate school's maintenance and facility needs and monitor progress toward meeting those needs.

Coordinate the supervision of all extracurricular programs at the assigned school.

Leadership Team Member #3

Employee's Name
Dr. Kathryn Joseph-Cucci

Position Title
Assistant Principal

Job Duties and Responsibilities

Instructional Program Management/Development

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

Use current research, performance data, and feedback from all stakeholders to make data based decisions to raise student achievement and well-being.

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

Oversee the administration of the testing program for the school.

Provide leadership and direction for the implementation and evaluation of curriculum and instruction

at the assigned school consistent with the District's goals and priorities.

Personnel Action Services: Interview and select qualified personnel to be recommended for appointment.

Supervise assigned personnel, conduct annual performance appraisals, and make recommendations for appropriate employment actions.

Provide training opportunities and feedback to personnel at the assigned school.

Assign tasks and supervise personnel in task accomplishment.

Assist with making difficult personnel decisions when necessary including dealing with ineffective teacher or staff performance.

Assist with the operation, activities, and functions at the school site.

Supervise and monitor the accurate and timely completion of data collection and reporting requirements.

Write and disseminate newsletters, memos, letters, agendas, and other materials.

Use technology effectively. Student Support Services.

Facilitate a program of family and community involvement.

Work with parents to resolve complaints or concerns.

Develop and maintain positive school/community relations and act as liaison between the two.

Implement School Board policy, state statutes, and federal regulations as they pertain to the assigned school.

Personal / Professional Employee Qualities Implement School Board policy, state statutes, and federal regulations as they pertain to the assigned school. Model and maintain high standards of professional conduct.

Set high standards and expectations for self, others, and school.

Use appropriate interpersonal styles and methods to guide individuals and groups to task an accomplishment.

Use effective communication techniques with students, teachers, parents, and stakeholders.

Participate in District meetings and other activities to enhance professional development. Leadership Provide leadership and direction for all aspects of the school's operation.

Promote the school and its priorities to the community.

Exercise proactive leadership in promoting the vision and mission of the District.

Build teams to accomplish plans, goals, and priorities. Initiate programs and organize resources to carry out the School Improvement Plan.

Access District and community resources to meet school needs.

Maintain visibility and accessibility on the school campus and at school-related activities and events.

Establish guidelines for proper student conduct and implement disciplinary procedures and policies that ensure a safe and orderly environment.

C. Stakeholder Involvement and Monitoring

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. *(ESEA 1114(b)(2))*

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

The school leadership team met with the administrative in July to disseminate 23-24 data. Schoolwide trends were discussed, as well as strengths and weaknesses. Together, the team created goals based on the needs of LMS. This information will be shared with all staff members in August during our pre-service information meeting. Parents, families, business and school leaders will have the opportunity to share their input during our School Advisory meeting. **DATE??

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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. *(ESEA 1114(b)(3))*

The ILT Team will review progress towards the SIP goals quarterly after every assessment (district benchmarks, F.A.S.T., Access 2.0). This data will allow us to measure the impact of the strategies used toward attaining the set goals. In the event our data shows a need for revision, we will meet with our School Advisory Committee and our school leadership team to alter our original goals to ensure continuous improvement.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**MIDDLE/JR. HIGH** **6-8**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**YES**
2023-24 MINORITY RATE	**100.0%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**81.3%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**TSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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.*	**2023-24: C** **2022-23: C*** **2021-22: C** **2020-21:** **2019-20: C**

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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 school days										0
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2024-25

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

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

Prior Year (2023-24) As Last 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 school days							29	36	34	99
One or more suspensions							86	96	64	246
Course failure in ELA							69	34	76	179
Course failure in Math							75	78	80	233
Level 1 on statewide ELA assessment							87	105	124	316
Level 1 on statewide Math assessment							89	76	85	250
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										54

Prior Year (2023-24) As Last Reported (pre-populated)

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							23	22	38	83

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year									1	1
Students retained two or more times										0

2. Grades 9-12 (optional)

> This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

> Data for 2023-24 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	34			29	47	49	28	49	50
ELA Grade 3 Achievement **									
ELA Learning Gains	47						40		
ELA Learning Gains Lowest 25%	53						38		
Math Achievement *	35			36	61	56	31	35	36
Math Learning Gains	42						39		
Math Learning Gains Lowest 25%	52						47		
Science Achievement *	35			36	48	49	24	57	53
Social Studies Achievement *	61			55	70	68	69	54	58
Graduation Rate							47	47	49
Middle School Acceleration	70			62	81	73	78	47	49
College and Career Readiness							76	76	70
ELP Progress	37			31	34	40	35	35	76

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL FPPI – All Students	48%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	475
Total Components for the FPPI	10
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
48%	41%	43%	36%		48%	42%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

	2023-24 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%**
Students With Disabilities	27%	Yes	5	5
English Language Learners	37%	Yes	5	
Black/African American Students	48%	No		
Hispanic Students	43%	No		
Multiracial Students	52%	No		
White Students	56%	No		
Economically Disadvantaged Students	46%	No		

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%
Students With Disabilities	18%	Yes	4	4
English Language Learners	31%	Yes	4	1
Black/African American Students	42%	No		
Hispanic Students	35%	Yes	1	
Multiracial Students	50%	No		
White Students	56%	No		
Economically Disadvantaged Students	39%	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	26%	Yes	3	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%
English Language Learners	35%	Yes	3	
Native American Students				
Asian Students				
Black/African American Students	34%	Yes	3	
Hispanic Students	41%	No		
Multiracial Students	37%	Yes	1	
Pacific Islander Students				
White Students	55%	No		
Economically Disadvantaged Students	42%	No		

D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	34%		47%	53%	35%	42%	52%	35%	61%	70%			37%
Students With Disabilities	11%		34%	49%	7%	33%	39%	10%	36%				23%
English Language Learners	18%		46%	50%	18%	39%	51%	10%	41%	48%			46%
Black/African American Students	30%		39%	55%	35%	45%	54%	45%	56%	76%			
Hispanic Students	29%		49%	53%	30%	39%	51%	24%	50%	59%			45%
Multiracial Students	54%		57%		50%	50%		50%	50%				
White Students	46%		45%	40%	47%	45%	56%	61%	86%	78%			
Economically Disadvantaged Students	32%		45%	54%	33%	40%	48%	31%	57%	71%			46%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	29%				36%			36%	55%	62%			31%
Students With Disabilities	13%				14%			14%	30%				
English Language Learners	15%				24%			17%	42%	60%			25%
Black/African American Students	23%				34%			31%	51%	71%			
Hispanic Students	24%				29%			32%	46%	54%			24%
Multiracial Students	34%				51%			47%	69%				
White Students	48%				50%			44%	72%	67%			
Economically Disadvantaged Students	27%				36%			35%	52%	59%			25%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	28%		40%	38%	31%	39%	47%	24%	69%	78%			35%
Students With Disabilities	13%		31%	33%	17%	32%	33%	13%	44%				15%
English Language Learners	16%		30%	26%	25%	36%	47%	14%	56%	63%			35%
Native American Students													
Asian Students													
Black/African American Students	21%		40%	43%	18%	33%	40%	12%	67%				
Hispanic Students	27%		36%	33%	30%	38%	49%	23%	65%	73%			36%
Multiracial Students	22%		43%		26%	42%		9%	81%				
Pacific Islander Students													
White Students	41%		47%	56%	48%	44%	46%	39%	80%	90%			
Economically Disadvantaged Students	26%		38%	38%	28%	38%	47%	23%	71%	72%			41%

E. 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.

Data for 2023-24 had not been loaded to CIMS at time of printing.

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

Electa Lee Middle School 2023-2024 data reflects consistent growth within English Language Arts across all grade levels as noted below:
6th grade PM1-PM3 6% increase
7th grade PM1-PM3 10% increase
8th grade PM1-PM3 15% increase
The single greatest contributing factor to increase grade level ELA includes vocabulary development within each content area. Graphic organizers also assisted in student engagement and understanding of grade level material. Common planning, targeted standard analysis also assisted in creating purposeful instruction to raise achievement.

Lowest Performance

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

Schoolwide mathematics shows the lowest performance across all grade levels as noted below
6th grade math -11, 7th grade math -14 and 8th grade math -6. This decline exemplifies a critical need to use targeted standard analysis and purposeful teaching to remediate and extend learning for all students. LMS has added a math coach to assist teachers data analysis, collaborative planning, extension activities and supplemental resource use.

Greatest Decline

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

Geometry showed the greatest decline with a 36% drop from 22-23 to 23-24. Eighty eight percent of students met proficiency within 22-23, whereas, 23-24 LMS dropped to 55%.
The single greatest factor that contributed to this decline includes student readiness in terms task completion outside of the classroom setting and attending study sessions to promote a deeper understanding of content material.

Greatest Gap

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 greatest gap between the state and LMS lies within 8th grade Science, with a 15% gap. The State Average in 8th grade science is 45%, leaving LMS at 30%.

EWS Areas of Concern

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

Based on the EWS data, Lee Middle School is concerned with the number of level 1 students in ELA and Mathematics. To address this issue, all level 1 students will be placed in a foundational reading and mathematics course to remediate the skills necessary to become proficient. The reading department will promote data-driven instruction, focused intervention and standards based assessments. Instructional resrouces and strategies to increase student achievement includes: explicit vocabulary instruction, skill builders, and individualized/student led data chats.

Highest Priorities

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

Increase the number of proficient students in ELA.

Increase the number of proficient students in Science.

Increase the number of proficient students in Mathematics.

Decrease the number of students with one or more suspensions.

Increase the number of proficient students within SWD, ELL, Black, Hispanic, Multiracial and F/R lunch subgroups.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

SWD students have a five-year trend of nonproficiency in ELA and math. SWD students earned a 13% achievement level in ELA, resulting in a 1% gain from the previous year, and a 14% achievement level in math, which is a 2% decrease from the previous year. Students must have significant ELA and math skills to succeed in all content and multi-disciplinary subjects.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By the end of the 2024-2025 school year, as measured by the F.A.S.T. assessment, SWD students will increase their proficiency in ELA by 7% and 6% in math.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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

Person responsible for monitoring outcome

Dr. Terrance Marshall

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
The scores from the F.A.S.T. and District benchmark assessments will be disaggregated, and strategies designed to develop professional development for teacher implementation. Results will be

consistently monitored following each assessment and will be shared with all stakeholders.

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

Tier of Evidence-based Intervention:
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 to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
SWD

Person Monitoring:	**By When/Frequency:**
Dr. Terrance Marshall	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Monitoring assessment data after each F.A.S.T. and District benchmark sessions. 2. Monthly discuss strategies for intervention within the leadership team. 3. Create a continuous PD for teacher implementation of data and application of new learning strategies. 4. Survey and sort data by subgroups to gain further insight. 5. Sharing Intensive Reading & Math data with the leadership team and teachers on a monthly basis and create strategies for proficient student success.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Hispanic Students (HSP)

Area of Focus Description and Rationale
Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Hispanic students have a four-year trend of nonproficiency in ELA and math. Hispanic students earned a 24% achievement level in ELA and a 29% achievement level in Math. Students must have significant ELA and math skills to succeed in all content and multi-disciplinary subjects.

Measurable Outcome
Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By the end of the 2024-2025 school year, as measured by the F.A.S.T. assessment, Hispanic students will increase their proficiency in ELA by 6% and 6% in math.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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

Person responsible for monitoring outcome

Dr. Kathryn Cucci

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
The scores from the F.A.S.T. and District benchmark assessments will be disaggregated, and strategies designed to develop professional development for teacher implementation. Results will be consistently monitored following each assessment and will be shared with all stakeholders.

Rationale:
Targeted direct instruction is an essential element in raising student achievement across all content areas. Students will access the curriculum through small group instruction and specific targeted intervention curriculum to increase their ELA and math proficiency.

Tier of Evidence-based Intervention:
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 to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Hispanic Subgroup

Person Monitoring:	**By When/Frequency:**
Dr. Kathryn Cucci	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The action steps include: 1. Monitoring assessmant data. 2. Discuss monthly strategies for intervention within the leadership team. 3. Survey and sort data by subgroups to gain further insight.

4. Monitor absenteeism and disciplinary trends and share monthly in leadership meeting. 6. Enhance support through parental outreach in home language and encouraging school participation in student activities.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to English Language Learners (ELL)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

ELL students have a five-year trend of nonproficiency in ELA and math. 15% of ELL learners were proficient in ELA and 24% proficient in Mathematics. Students must have significant ELA and math skills to succeed in all content and multi-disciplinary subjects

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By the end of the 2024-2025 school year, as measured by the F.A.S.T. assessment, ELL students will increase their proficiency in ELA by 7% and 10% in math

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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

Person responsible for monitoring outcome

Dr. Kathryn Cucci

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

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

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

Tier of Evidence-based Intervention:
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 to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
ELL

Person Monitoring:	**By When/Frequency:**
Dr. Kathryn Cucci	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The action steps include: 1. Monitoring assessment data and ELL non-English speaking data from Imagine Learning. 2. Discuss monthly strategies for intervention within the leadership team. 3. Create PD for teacher implementation of new strategies and provide district training for ELL mandates. within lesson plans and academic programs. 4. Survey and sort data by subgroups to gain further insight. 5. Monitor absenteeism and disciplinary trends and share monthly in leadership meeting. 6. Enhance support through parental outreach in home language and encouraging school participation in student activities.

Area of Focus #4

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Black/African American Students (BLK)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Black students have a three-year trend of nonproficiency in ELA, with 23% of Black students earning ELA proficiency in 23-24. This is an 11% drop from 22-23. Students must have significant ELA skills in order to succeed in all content and multi-disciplinary subjects.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By the end of the 2024-2025 school year, as measured by the F.A.S.T. assessment, students within our Black subgroup will increase their proficiency in ELA by 7%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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

Person responsible for monitoring outcome
Mrs. Kimone Cooper

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
The scores from the F.A.S.T. and District benchmark assessments will be disaggregated, and strategies designed to develop professional development for teacher implementation. Results will be consistently monitored following each assessment and will be shared with all stakeholders.

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

Tier of Evidence-based Intervention:
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 to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Black/African American

Person Monitoring:	By When/Frequency:
Mrs. Kimone Cooper	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

Area of Focus #5

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

> ELA achievement has stagnated from 27% in 2022-2023 to 26% in 2023-2024.
>
> Proficiency levels across grade levels range between 26-33% as outlined below:
>
> 6th Grade ELA 26%
>
> 7th Grade ELA 29%
>
> 8th Grade ELA 33%

Students must have the reading skills and knowledge necessary to be successful in all content areas, as well as electives. The decline in achievement and the number of students performing below grade level on Lexia Power Up demonstrate an imperative need to focus on improving literacy skills at Lee Middle School. By focusing on ELA instruction, Lee Middle School should see an impact on student proficiency across all content areas.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By the end of the 2024-2025 school year, as measured by the F.A.S.T. assessment, Lee Middle School will increase the proficiency level of students scoring at 3 or above by 10%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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

and share results with the leadership team and ELA department. The desired outcome is to increase ELA scores to proficient student achievement levels for all students.

Person responsible for monitoring outcome
Dr. Terrance Marshall

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
We will gather evidence through the Lexia Power Up assessment monitoring for our bubble students and share the results during ELA collaborative planning and common planning sessions. Teachers will focus on ELA power standards to enhance students' ELA standard-based instruction. Teachers will review the data during monthly during department meetings, collaborative planning, and evaluate strategies for increasing success.

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

Tier of Evidence-based Intervention:
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 to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Schoolwide ELA

Person Monitoring: **By When/Frequency:**
Dr. Terrance Marshall   Quarterly
(marshallt@manateeschools.net)

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

Area of Focus #6

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Math achievement has slightly decreased from 40% in 2022-2023 to 35% in 2023-2024. Students must have the math skills and knowledge necessary to be successful with algebraic reasoning, data analysis and probability, functions, geometric reasoning, and number sense and operations. The minimal increase in achievement and the number of students performing below grade-level demonstrate an imperative need to focus on improving math skills at Lee Middle School.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By the end of the 2024-2025 school year, as measured by the F.A.S.T. assessment, Lee Middle School will increase the proficiency level of students scoring at 3 or above by 10%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The Math Coach will assist teachers in targeted data analysis. Instructional math staff will collaborate with the coach to determine students' performance on grade-level standards using F.A.S.T. and classroom assessment data.

Using the data, teachers will develop plans for improvement or acceleration for students and set goals for each benchmark measure. Assessment, district benchmarks, and state assessments will monitor academic progress each quarter. The math department will disaggregate the F.A.S.T. test results and district benchmark test results for progress monitoring with a strong focus being applied to monitoring our ESSA subgroups (SWD, ELL, Black, Multiracial, and Economically Disadvantaged). Algebra and Geometry students will be offered supplemental materials during F.A.S.T. testing to enhance advancement in previously noted deficient standards.

Person responsible for monitoring outcome

Dr. Terrance Marshall (marshallt@manateeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the

measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

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

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

Tier of Evidence-based Intervention:
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 to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Math

Person Monitoring:	**By When/Frequency:**
Dr. Terrance Marshall	Quarterly

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

Area of Focus #7

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

No Answer Entered

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By the end of the 2024-2025 school year, as measured by the F.A.S.T. assessment, Lee Middle School will increase the proficiency level of students scoring at 3 or above by 10%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

No Answer Entered

Person responsible for monitoring outcome

Dr. Kathryn Cucci (cuccik@manateeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1
8th Grade Science

Person Monitoring:	**By When/Frequency:**
Dr. Kathryn Cucci (cuccik@manateeschools.net)	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Area of Focus #8

Address the school's highest priorities based on any/all relevant data sources.

specifically relating to

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

No Answer Entered

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

No Answer Entered

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

No Answer Entered

Person responsible for monitoring outcome

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Person Monitoring: **By When/Frequency:**

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

IV. Positive Culture and Environment

Area of Focus #1

Multiple Early Warning Signs

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Teachers, Staff, Parents, Students, and Community Members are surveyed to develop an understanding of the needs of all stakeholders. Creating open lines of communication to best serve all people promotes a positive school culture.

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

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By the end of the 2024-2025 school year, as measured by discipline data, Lee Middle School will reduce the number of students receiving one or more suspensions by 10%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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

Person responsible for monitoring outcome

Dr. Kathryn Cucci

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Students will engage in monthly PBIS target behavior challenges, targeted professional development for teachers needing assistance with classroom management will be provided, and group mentoring sessions for targeted (tier II) students will be offered.

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

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action Step #1
School Culture

Person Monitoring:
Dr. Kathryn Cucci

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The action steps include: 1. Monitoring discipline data 2. Monthly discuss target behavior for intervention within the leadership team. 3. Create PD for teacher implementation of classroom management strategies. 4. Survey and sort data by subgroups to gain further insight 5. Monitor disciplinary trends and share monthly in leadership meeting. 6. Enhance support through parental outreach in home language and encouraging school participation.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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. (ESEA 1114(b)(4))

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

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

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

There will be various parent & family involvement activities throughout the year. We will involve all stakeholders in the decision-making process. Thus, we will encourage stakeholders to attend our monthly SAC meetings. We will create an atmosphere of inclusive decision-making for all stakeholders by soliciting input during the various meetings. We aim to gain feedback from all stakeholders regarding planning, reviewing and improving Title I programs and how the Title I funds will be allocated. We will create a brochure, place items on our website, include information in our

quarterly newsletters, create flyers for specific events, send phone calls and email home through our ConnectEd system. Lee Middle School will communicate that parents should create a Parent Portal account to enhance their communication and involvement of their child's education. This tool will improve the parents' ability to assist with students assignments, grades, assessment data, and collaborate directly with the teacher.

Plans to Strengthen the Academic Program

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 II of the SIP. (ESEA Section 1114(b)(7)ii))

Lee Middle School will strengthen the academic program by providing teachers with targeted professional development opportunities. ELA saw a slight increase from 28% in 2022-2023 to 34% in 2023-2024. Despite the increase, students have consistently fallen below the state average within ELA.

Students must have the reading skills and knowledge necessary to be successful in all content areas, as well as the opportunity to participate in elective courses.

The decline in achievement and the number of students performing below grade level on Lexia Power Up demonstrate an imperative need to focus on improving literacy skills at Lee Middle School. By focusing on ELA instruction, Lee Middle School should see an impact on student proficiency across all content areas.

Math achievement has slightly decrease from 40% in 2022-2023 to 35% in 2023-2024. Students must have the math skills and knowledge necessary to be successful with algebraic reasoning, data analysis and probability, functions, geometric reasoning, and number sense and operations. The decrease in achievement and the number of students performing below grade-level demonstrate an imperative need to focus on improving math skills at Lee Middle School.

Each department identified and agreed upon various ways to increase the amount and quality of learning: Reading: The reading department will utilize instructional resources and strategies to increase student achievement such as skill builders, explicit vocabulary instruction, Lexia Power Up, data-driven instruction, focused intervention (small group support), informal and formal assessments, and data chats. Math: Utilize the Big Ideas Test Prep book and online resources provided by the district. ELA: We will increase the use of small, frequent skills tests from test prep instruments. Additionally, we will use these results for small group review and remediation. In addition, we will use the No Red Ink program, StudySync texts and activities, and daily quick writes.
 Science: Each grade level will support vocabulary and content mastery on focus standards, with particular focus on three chosen standards for each grade level within the plan. Each successive grade level continues to monitor student data to support the previous grade-level to ensure mastery for the total nine standards is ensured.

How Plan is Developed

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

NA

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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. (ESEA 1114(b)(7)(iii)(I))

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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. (ESEA 1114(b)(7)(iii)(II))

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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 ESEA 1114(b)(7)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

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. (ESEA section 11149b)(7)(iii(V)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00