

Charlotte County Public Schools

MURDOCK MIDDLE SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

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) |
| <p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 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

Murdock Middle School's Mission is to improve the lives of our students through the power of education and relationships.

Provide the school's vision statement

Murdock Middle School's vision is to see our students become better people, build better lives, and create a better world.

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

Lyman E. Welton

Position Title

Principal

Job Duties and Responsibilities

Mr. Welton sets the expectations for the School's Climate and Culture. He is responsible for the creation and of the school's Mission, Vision and Core Values and the communication of these to all stakeholders. Mr. Welton oversees all aspects required for the successful functioning of the school. This includes but is limited to compliance with all related Federal, State and County laws, regulations and School Board directives, management of all school budgets, hiring and supervision of all school faculty and staff, setting the school calendars, oversight of curriculum and instruction including all related materials, maintaining all buildings and grounds, family and community communication including SAC, PTO, Newsletter, and Social Media. He establishes long term plans and short term goals. He assigns duties to each Assistant Principal. He sets the direction for curricular development, oversees the Master Schedule. He assigns instructor teaching assignments, and completes instructor

evaluations. His work is carried out in a collaborative manner including faculty, staff, students, parents and community in the decision making process. He is the primary liaison between CCPS District Leadership and Murdock Middle School, employees, students, families and community.

Leadership Team Member #2

Employee's Name

Jamie Verwey

Position Title

Assistant Principal of Curriculum and Instruction

Job Duties and Responsibilities

Mrs. Verwey is an experienced educator having taught multiple subjects in a variety of classrooms. She is assigned all aspects of Curriculum and Instruction for Murdock Middle School. She works closely with Mr. Welton to create the Master Schedule, faculty instructional assignments, and student schedules. Mrs. Verwey sets the agenda and chairs Program Planners Meetings. She creates the school wide Testing Schedule this includes all State and District required testing, and progress monitoring. She oversees all faculty Professional Development, supervises the Instructional Coaches, and Guidance Counselors. She serves as the schools liaison with the District C&I's, attends all APC meetings and works closely with the CCPS Department of Learning Leadership Team.

Leadership Team Member #3

Employee's Name

Jake Monteleone

Position Title

Assistant Principal of Student Discipline

Job Duties and Responsibilities

Mr. Monteleone is the APD at Murdock Middle. He ensures compliance with Federal and State Laws and District Policy related to school safety and student discipline. He is responsible for overseeing all aspects of school/campus safety. He collaborates with District Security personnel and local Law Enforcement, and works closely with our SRO and Security Aide. He schedules and runs Safety training and drills. He oversees schoolwide student discipline. He is the direct supervisor for the Dean of Students. He communicates expectation for student behavior to all stakeholders. He assigns faculty and staff campus duties. He hires, supervises and evaluates the custodial staff. He prepares the campus for SREF and Health inspections, submits Work Orders, and Facility Change Requests, He is the Educational Leader for the ESE Department. He is the administrative representative at ESE and 504 Manifestation meetings. He oversees all campus extra-curricular activities, including sports and clubs. He maintains inventory of all curricular materials, campus equipment, furniture, and

supplies.

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 Stakeholders involved in the development, of the SIP include a diverse group of individuals including but not limited to the Administrative Team, Instructional Coaches, Program Planners, Guidance Counselors, Social Worker, ESE Liaison, School Psychologist, Student Government Representatives, PBIS members, SRO, SPPC and PPC representatives, SAC, and PTO. Several individuals were directly involved in writing the SIP. In other instances, such as Student Government Representation and the Climate Survey, feedback gathered throughout the year was reviewed and used to guide decision making.

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 stakeholders listed above continue to receive frequent feedback regarding our progress, current standing and implementation status. The Areas of focus are reviewed in MTSS, PBIS, faculty and staff meetings, SAC, and PTO. The principal meets bi-monthly with Student Government Representatives to review SIP progress in the areas of specific concern to students. Parents and community members are up dated quarterly during award assemblies, and annually at Riser Night and Open House. Stakeholders will review data throughout and particularly following PM1, PM2, and Civics and Science Midyear assessments then make revisions as needed. The Climate Survey result will also be reviewed and used in the Reflection and Mid-Year Review.

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 | 46.6% |
| 2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE | 100.0% |
| CHARTER SCHOOL | NO |
| RAISE SCHOOL | NO |
| 2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024 | ATSI |
| 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) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL) |
| SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i> | 2023-24: C 2022-23: C* 2021-22: C 2020-21: B 2019-20: |

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 | | | | | | | 59 | 82 | 74 | 215 |
| One or more suspensions | | | | | | | 62 | 57 | 46 | 165 |
| Course failure in English Language Arts (ELA) | | | | | | | 75 | 20 | 79 | 174 |
| Course failure in Math | | | | | | | 61 | 188 | 144 | 393 |
| Level 1 on statewide ELA assessment | | | | | | | 28 | 57 | 57 | 142 |
| Level 1 on statewide Math assessment | | | | | | | 37 | 45 | 41 | 123 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, 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 | | | | | | | 21 | 19 | 8 | 48 |

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 | 0 | 4 | 4 |
| Students retained two or more times | | | | | | | 0 | 0 | 0 | 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 | | | | | | | 49 | 66 | 62 | 177 |
| One or more suspensions | | | | | | | 12 | 61 | 31 | 104 |
| Course failure in ELA | | | | | | | 5 | 16 | 11 | 32 |
| Course failure in Math | | | | | | | 20 | 32 | 69 | 121 |
| Level 1 on statewide ELA assessment | | | | | | | 47 | 64 | 55 | 166 |
| Level 1 on statewide Math assessment | | | | | | | 52 | 47 | 36 | 135 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3) | | | | | | | | | | 123 |

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 | | | | | | | 40 | 90 | 85 | 215 |

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 | | | | | | | | 4 | 2 | 6 |
| Students retained two or more times | | | | | | | | 5 | 1 | 6 |

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 CIMIS at time of printing.

| ACCOUNTABILITY COMPONENT | 2024 | | | 2023 | | | 2022** | | |
|--------------------------------|--------|-----------|--------|--------|-----------|--------|--------|-----------|--------|
| | SCHOOL | DISTRICT† | STATE† | SCHOOL | DISTRICT† | STATE† | SCHOOL | DISTRICT† | STATE† |
| ELA Achievement * | 49 | 54 | 53 | 51 | 52 | 49 | 43 | 49 | 50 |
| ELA Grade 3 Achievement ** | | | 21 | | | | | | |
| ELA Learning Gains | 49 | 53 | 56 | | | | 42 | | |
| ELA Learning Gains Lowest 25% | 43 | 48 | 50 | | | | 35 | | |
| Math Achievement * | 59 | 61 | 60 | 57 | 59 | 56 | 49 | 35 | 36 |
| Math Learning Gains | 58 | 61 | 62 | | | | 48 | | |
| Math Learning Gains Lowest 25% | 61 | 61 | 60 | | | | 43 | | |
| Science Achievement * | 51 | 51 | 51 | 42 | 46 | 49 | 48 | 55 | 53 |
| Social Studies Achievement * | 69 | 76 | 70 | 73 | 73 | 68 | 65 | 54 | 58 |
| Graduation Rate | | | | | | | | 51 | 49 |
| Middle School Acceleration | 59 | 73 | 74 | 57 | 68 | 73 | 75 | 49 | 49 |
| College and Career Readiness | | | | | | | | 72 | 70 |
| ELP Progress | 32 | 40 | 49 | 40 | 41 | 40 | 43 | 68 | 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 (FPP) 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) | ATSI |
| OVERALL FPPI – All Students | 53% |
| OVERALL FPPI Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 1 |
| Total Points Earned for the FPPI | 530 |
| 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 |
| 53% | 54% | 49% | 55% | | 51% | 54% |

* 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 | 37% | Yes | 5 | |
| English Language Learners | 44% | No | | |
| Asian Students | 60% | No | | |
| Black/African American Students | 50% | No | | |
| Hispanic Students | 53% | No | | |
| Multiracial Students | 61% | No | | |
| White Students | 57% | No | | |
| Economically Disadvantaged Students | 51% | 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 | 32% | Yes | 4 | |
| English Language Learners | 40% | Yes | 1 | |
| Asian Students | 66% | No | | |
| Black/African American Students | 38% | Yes | 2 | |
| Hispanic Students | 51% | No | | |
| Multiracial Students | 52% | No | | |
| White Students | 61% | No | | |
| Economically Disadvantaged Students | 49% | No | | |

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 | 27% | Yes | 3 | 1 |
| English Language Learners | 49% | No | | |
| Native American Students | | | | |
| Asian Students | | | | |
| Black/African American Students | 32% | Yes | 1 | |
| Hispanic Students | 49% | No | | |
| Multiracial Students | 49% | No | | |
| Pacific Islander Students | | | | |
| White Students | 52% | No | | |
| Economically Disadvantaged Students | 46% | 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 | 49% | | 49% | 43% | 59% | 58% | 61% | 51% | 69% | 59% | | | 32% |
| Students With Disabilities | 19% | | 32% | 33% | 30% | 55% | 63% | 19% | 46% | | | | |
| English Language Learners | 31% | | 50% | 54% | 33% | 51% | 57% | 30% | 54% | | | | 32% |
| Asian Students | 54% | | 50% | | 77% | 58% | | | | | | | |
| Black/African American Students | 44% | | 57% | 47% | 44% | 58% | 61% | 26% | 61% | 54% | | | |
| Hispanic Students | 52% | | 48% | 40% | 58% | 60% | 65% | 52% | 65% | 49% | | | 40% |
| Multiracial Students | 54% | | 53% | | 59% | 56% | | | 81% | | | | |
| White Students | 49% | | 47% | 44% | 64% | 58% | 61% | 55% | 71% | 62% | | | |
| Economically Disadvantaged Students | 46% | | 46% | 43% | 56% | 58% | 61% | 46% | 66% | 50% | | | 38% |

| 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 | 51% | | | | 57% | | | 42% | 73% | 57% | | | 40% |
| Students With Disabilities | 25% | | | | 34% | | | 26% | 43% | | | | |
| English Language Learners | 36% | | | | 52% | | | 27% | | | | | 44% |
| Asian Students | 54% | | | | 77% | | | | | | | | |
| Black/African American Students | 35% | | | | 39% | | | 27% | 50% | | | | |
| Hispanic Students | 54% | | | | 55% | | | 29% | 80% | 39% | | | 50% |
| Multiracial Students | 47% | | | | 50% | | | | 58% | | | | |
| White Students | 53% | | | | 61% | | | 50% | 76% | 65% | | | |
| Economically Disadvantaged Students | 48% | | | | 55% | | | 33% | 69% | 49% | | | 40% |

| 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 | 43% | | 42% | 35% | 49% | 48% | 43% | 48% | 65% | 75% | | | 43% |
| Students With Disabilities | 18% | | 27% | 28% | 20% | 35% | 29% | 24% | 37% | | | | |
| English Language Learners | 27% | | 43% | | 38% | 52% | | | 92% | | | | 43% |
| Native American Students | | | | | | | | | | | | | |
| Asian Students | | | | | | | | | | | | | |
| Black/African American Students | 29% | | 34% | 27% | 41% | 42% | 29% | 7% | 50% | | | | |
| Hispanic Students | 45% | | 42% | 37% | 42% | 50% | 60% | 37% | 71% | 65% | | | 45% |
| Multiracial Students | 40% | | 49% | | 44% | 41% | 30% | 57% | | 79% | | | |
| Pacific Islander Students | | | | | | | | | | | | | |
| White Students | 45% | | 43% | 36% | 53% | 49% | 45% | 56% | 64% | 78% | | | |
| Economically Disadvantaged Students | 38% | | 41% | 37% | 41% | 45% | 44% | 39% | 56% | 71% | | | 50% |

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.

| SUBJECT | GRADE | 2023-24 SPRING | | | | |
|----------|-------|---|----------|-------------------|-------|----------------|
| | | SCHOOL | DISTRICT | SCHOOL - DISTRICT | STATE | SCHOOL - STATE |
| Ela | 6 | 41% | 50% | -9% | 54% | -13% |
| Ela | 7 | 45% | 50% | -5% | 50% | -5% |
| Ela | 8 | 54% | 54% | 0% | 51% | 3% |
| Math | 6 | 48% | 51% | -3% | 56% | -8% |
| Math | 7 | 59% | 61% | -2% | 47% | 12% |
| Math | 8 | 39% | 35% | 4% | 54% | -15% |
| Science | 8 | 48% | 48% | 0% | 45% | 3% |
| Civics | | 64% | 72% | -8% | 67% | -3% |
| Algebra | | 80% | 50% | 30% | 50% | 30% |
| Geometry | | <i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i> | | | | |

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?

After declining three consecutive years, our 8th grade science scores made a significant turn around. Student scores improved by 8 percentage points with 51% students of scoring a level three or above. This is two percentage points higher than the State average. We took several steps to address the previous years of declining scores. The principal made changes to the teachers assigned to teaching science. Teachers worked to create common assessments. SIP and Title 1 and Internal funds were used to provide after school tutoring for Science, a Science Bootcamp was added to provide review opportunities, Teachers developed "Flashback Fridays" to review previous years Science Standards. Additional resources were used to provide student materials and supplies to increase science labs and hands on learning. STEM courses were added to the Master Schedule to support core curriculum.

Lowest Performance

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

ELA Learning Gains Lowest 25% was the component that showed the lowest performance. Only 42% of our L25 students showed growth in 2024. While this was an 8% point improvement over the 2021-22 scores it remains the area of greatest need within our school. Within this component our SWD subcategory scored even lower. It is the gap between our SWD and the rest of the population, particularly in the area of ELA/Reading that is the our schools greatest academic weakness.

Greatest Decline

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

The Civic component showed the greatest decline from the prior year. Performance in this component, declined four percentage points moving from 73% to 69% of our students achieving a score of 3 or better. The single biggest contributing factor was the change in instructors. Our long time Social Studies Department Chair retired and a second successful Civics teacher was promoted into Administration. All of our Civics instructors were new to the position in our school. Our students poor literacy skills, as noted by the low ELA/Reading scores impacts student growth in all subject

areas.

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.

We had two data components with the same and largest gap when compared to the State. One Was ELA L25 and the other was ELA Learning Gains both were 7 points below the State Average. our ESSA area with a low score was our SWD's in ELA L25. We are identifying ELA L25 as the single component of greatest concern for the 24-25 school year. SWD and L25 students in Math have shown significant growth over the past 3 years that growth did not occur in ELA. During that same time period we had a Math Coach but did not have an instructional coach for ELA.

EWS Areas of Concern

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

ELA learning gains for our lowest 25%
ELA in all components for our SWD

Highest Priorities

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

Improving literacy skills for all students
Improve literacy skills for our SWD students
Improve attendance for students missing 10% or more of school

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.

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.

The data from the past years show ELA continues to be below targeted levels. ELA scores are below state and district averages. It is the component area in greatest need of improvement. Poor literacy skills negatively impacts student learning across subject areas. To address the needs of our students we will establish a school wide focus on literacy practice. This literacy practice will be evident in the planning of all lesson and seen in all teachers lesson plans. The focus on improving literacy skills will benefit students across curricular 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.

2023-2024 ELA grade level data shows the largest gap between school and state and district scores is at 6th grade with scores improving in 7th grade and then surpassing the state average in 8th grade. The specific measurable outcome for each grade level is to increase each ELA LG and L25 by 3 percentage points at each grade level, with an emphasis on 6th grade.

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.

All Teacher's will develop lesson plans with a daily literacy objective embedded.

Teachers will increase instructional rigor/cognitive complexity within their lesson planning and instructional delivery by developing and implementing High Level Questions.

To increase student engagement teachers will also include a Learning Connection within their lesson plan. This "real world connection" will result in active student participation

Teachers will create these lessons collaboratively each week. A member of administration or an instructional coach will support collaborative planning ensuring lesson plans and instructional delivery includes a literacy objective, High Level Questioning and a Learning Connection. Administration will

monitor the lesson planning and instructional delivery via walk throughs, informal and formal evaluations.

Person responsible for monitoring outcome

Jamie Verwey and Lyman Welton

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:

Students who scored a level 1 are placed in an intensive reading classroom. Teachers will direct instruction within small groups using the i-Ready toolbox to help close achievement gaps.

Rationale:

Research shows that i-Ready meets the ESSA level 2 requirements. In addition the data showed positive growth for students with disabilities, Black./Latino, ELL's, and students who are economically disadvantaged.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

All teachers will meet weekly to collaborate on rigorous lesson plans that include a literacy objective, high level Questions and Learning Connections in all subject areas.

Rationale:

Lesson plans with clear learning objectives, cognitive complexity, and real world connections promote student engagement and learning gains.

Tier of Evidence-based Intervention:

Tier 4 – Demonstrates a Rationale

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

Intensive Reading

Person Monitoring:

Teachers

By When/Frequency:

On-Going

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

Differentiated small group instruction based on their i-Ready diagnostic data for each of the sub-categories in reading. Teachers will meet weekly with an instructional coach and members of their department to plan rigorous lessons that are data driven. Students will take courses in Edgenuity to support reading skills. After school tutoring will be provided to support their reading and ELA scores.

Action Step #2

Collaborative Planning

Person Monitoring:
Instructional Coaches

By When/Frequency:
Weekly

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

Every teacher will meet weekly to plan their specific content and include at least one literacy objective daily to help support the improvement in ELA. Instructional Coaches and the Admin team will monitor lesson plans and implementation for a clear learning target, high level questioning, and learning connections -with real world applications

Area of Focus #2

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.

Over the past 5 years our data shows, we have not met Federal criteria of performance with our SWD students, particularly in ELA learning gains. Our Students With Disabilities have demonstrated 37% improvement on the ESSA categories in two years. These improvements were almost exclusively in Math. Our SWD are continuing to fall behind their peers particularly in subjects that require strong literacy skills. To address the learning needs of our SWD, our school will focus on ensuring all teachers have a clear progression of learning, preparing students for the level of rigor required to demonstrate mastery of the standards as evidenced by their growth on state assessments.

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.

ESSA data for our Students with Disabilities shows a positive trend with 5% growth over the past two years. However this growth came almost exclusively in the three math components. Our SWD students continue to lag significantly behind their peers in the three ELA components. In 2024 19% of our SWD obtained ELA Ach. on state assessments. Thirty two percent of our SWD demonstrated

Learning gains and 33% of SWD in our L25 demonstrated growth. Our primary focus for the 24-25 school year will be to increase in each of these ELA component areas by 5%,. This will also help meet the 41% ESSA Federally required guideline and move us out of the ATSI category.

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.

This area of focus will be monitored through a monthly data review of core subjects in our MTSS meetings. Instructional coaches will monitor collaborative planning to ensure lesson plans and classroom instruction contain Lesson objectives and Targets, High level Questioning and Learning Connections. The Principal, ASST. Principals and ESE liaison will meet monthly to review SWD learning goals. The administrative team will monitor students progression of learning via walkthrough data will provide feedback to teacher Data reviews will drive the decision making and adjustments made to interventions made as needed to meet student need.

Person responsible for monitoring outcome

Lyman Welton, Jamie Verwey, Cara Stefanick

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:

ESE certified teachers and core subject area instructors will provide after school tutoring. SWD students will receive tutoring focused on their identified IEP learning goals, and areas of need as student Admin Team, ESE Liasion Instructional Coaches and MTSS Team will monitor the interventions for effectiveness.

Rationale:

Evidence shows that intensive tutoring models providing extra time in small group settings with instruction focused on meeting the SWD specific needs results in increased learning gains.

Tier of Evidence-based Intervention:

Tier 2 – Moderate 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

Provide transportation for student unable to attend after school tutoring via a Late Bus.

Person Monitoring:

Jake Monteleone

By When/Frequency:

weekly

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

After School Tutoring including bus transportation will be marketed to students and families via, Facebook, Webpage, Peachjar, Remind and phone messaging.

Action Step #2

Professional Development

Person Monitoring:

Jamie Verwey, Cara Stefanick

By When/Frequency:

Quarterly

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

PD will be offered throughout the school year that will include but not limited to: CPI Training for identified ESE Teachers, Paras, and the Dean of Students Tier 1 Instructional Framework Model Schools Engagement Strategies Small Group Best Practices Literacy Data driven instruction MTSS strategies

Action Step #3

Mentor Program for SWD students

Person Monitoring:

Cara Stefanik, Lyman Welton Jamie Verwey, Abigail Haynes

By When/Frequency:

Monthly

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

All Faculty will be assigned as Caseholders or Case Managers. They will monitor and mentor students with disabilities with a focus on students closing learning gaps by meeting their identified IEP learning Goals.

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

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.

Based on the school data 215 or 33% of our students were absent a minimum of 10% of the time. Within this group fifty students missed a minimum of 36 days or at least 20% of school . This focus on chronic absenteeism will be focused on increasing and improving communication with Mariner families and rewarding and recognizing student attendance. It is hard to over estimate the negative impact chronic absenteeism had on student learning. For this reason we will focus on decreasing

student chronic absenteeism.

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.

The high rate rate of chronic absenteeism in the the general education population will decrease from 33 to 28% The five point drop is a 15% decrease in the number of students missing school 19 or more days. The high rate of

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.

FOCUS database will be used to collect attendance data. The MTSS team will monitor student attendance on a monthly bases. Analysis of the previous years data will be used to plan a series of targeted interventions promoting daily attendance.

Person responsible for monitoring outcome

Hayley Edwards, Jake Monteleone, Lyman Welton

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:

PBIS strategies will be used to develop targeted interventions aimed at increasing daily attendance and lowering the rate of chronic absenteeism. These will include positive reinforcement for those attending school, communication of attendance expectations to students and families, and recognition for perfect attendance.

Rationale:

Research shows thatwork to improve student behavior, increase attendance and improve academic performance.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

PBIS Calendar of Events will demonstrate reinforcment of student attendance.

Person Monitoring:

Jake Monteleone. Haley Edwards

By When/Frequency:

Monthly

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

PBIS, the school social worker, admin team and PTO will plan a calendar of events designed to reinforce student daily attendance. This will be monitored by viewing the MMS activity calendar. Focus attendance data will be reviewed by MTSS, PBIS, and the admin team.

Action Step #2

Communication about importance of attendance

Person Monitoring:

Hayley Edwards

By When/Frequency:

monthly

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

We will form a communications team that will develop a communication plan that focuses on attendance and student academic growth. This will include using the following tools. Newsletter Facebook Website Post Cards Letters

Action Step #3

MTSS

Person Monitoring:

Hayley Edwards

By When/Frequency:

Monthly

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

MTSS team reviews chronic absenteeism and collaborates to find next steps.

Action Step #4

Smart Pass

Person Monitoring:

Jake Monteleone

By When/Frequency:

Weekly

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

Using the digital pass program will identify students who are chronically out of the classroom and misusing instructional time. While not related to daily attendance smartpass monitors period by period attendance, gathers attendance data throughout the day and supports students being in class for the entirety of the class period.

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.

In addition to our school webpage, <https://www.yourcharlotteschools.net/mms>, the SIP will be presented to stakeholders at SAC, PTO, PPC, District Leadership. parts of the SIP will be presented to Student Government Association Representatives. SIP Goals and Areas of Concern will be presented to faculty and staff at the start of the new year and reviewed.

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))

The Principal communicates the Mission and Vision of the school to families at our annual Riser Night. Frequent communication with all stakeholders families regarding student progress and opportunities for growth and increased involvement in school activities is delivered via a variety of methods including but not limited to the Newsletter, Facebook, school webpage, student live newscast, Peach Jar, and community events. The Master schedule, and calendar of events are designed with the student in mind and to promote student involvement in the life of the school. Numerous clubs, socials, sporting events, and field trips are offered throughout the year. A clear logo is now established (the Anchor) and is visible across the campus. School colors and sayings are promoted. This year the school is increasing the number of fan gear options to students and adults alike. PBIS is increasing the frequency and rate of positive reinforcement. Student Government is expanding their role providing students with increased opportunity for input. MTSS is increasing the

use of the EDIS Early warning Signs to guide interventions. The PE Department and Athletic Director are diversifying in school and after school offerings increasing the number of participants. An individual "Phone Home" initiative to increase the percentage of parents with active Focus accounts is underway.

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))

The school developed a plan to strengthen the academic program with an emphasis on the identified Areas of Concern 1) ELA learning Gains and 2) ELA Learning Gains for SWD. The academic plan takes into account the data showing that many students are not performing at grade level related to literacy. As a result the school is working in coordination with the District Department of Learning to develop a comprehensive plan to close the literacy gaps for all our students. The following steps will be taken with . 1) the school will hire two instructional coaches. 2) a coaching plan was formalized to include all instructional staff. 3) All faculty will develop a literacy goal for their students. 4) Weekly collaborative planning is built into every instructors schedule 5) Room assignment changes were made to promote proximity of same subject area instructors .6) Reading teachers will be provided an I-Ready Tool Box. District Funds will provide increased opportunities for after school tutoring in all core subjects, 7 District funds will provide after school bus transportation for tutoring.8) academic enrichment program will be expanded by adding a program FPL sponsored Drone Education curriculum, 9) an additional Industry Certification pathway will be added for advanced students. 10) a Manufacturing program with an emphasis in Robotics will be designed to support student continuation at CCPS High Schools and CTC.

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))

Expanded literacy support is provided with district collaboration, financial backing, and additional staff. This includes hiring two instructional coaches, model school professional development, after-school tutoring, and extra transportation for tutoring. Our career and technical education programs are growing, with the Drone program developed in partnership with Florida Power and Light, and the Robotics program supporting PCHS and CTC manufacturing initiatives. The Advanced TV Production and Small Business and Entrepreneurship programs meet State objectives to promote job readiness and lead to Digital Tools and Industry Certifications

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))

We have two School Counselors on staff. The District provides one fulltime social worker for our campus , and a another social worker one day per week. The District provides a school psychologist 2 days per week. These professional staff provide academic guidance and mental health services. All school based staff are provided professional development aimed at increasing mental health awareness.

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))

A new District Career Development Guide is available for all 6th to 12th grade students. Each student will complete lessons to create an age-appropriate career pathway. By the end of the first semester, all 8th graders will select an "E" plan for employment, enlistment, or enrollment, helping them prepare for high school. Our Tech Department has developed a robust CTE program that offers various opportunities for exploring diverse technical skills. Current offerings include TV Production, coding, manufacturing, and small business, with expansion this year to include introductions to drones, avionics, manufacturing, robotics, and entrepreneurship. Students will earn digital and industry certifications, with each program aligned to CCPS high school and Career and Technical College Programs

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)).

1. We utilize a Multi-Tiered System of Support (MTSS): that includes the following components

Tier 1: Universal Interventions: We Implemented a schoolwide positive behavior support (PBIS) strategies to establish clear expectations for behavior for all students. This included posting Mariner

Expectations in every classroom, conducting grade level meeting each semester reviewing Behavioral and Academic expectations. The MTSS Team reviewed behavioral, attendance and academic data weekly. All Staff participated in PD for classroom and campus management.

Tier 2: Targeted Interventions: MTSS and PBIS Teams Identified students who need additional support based on data such as office referrals, attendance, and academic performance. Tier two students were provided more focused interventions for such as small group instruction. We also used a collaborative approach by increased their parent and guardian involvement process.

Tier 3: Students requiring Intensive Interventions: Students with significant behavioral or emotional challenges were provided additional individualized supports tailored to meet their specific needs. Examples included but are not limited to, behavior intervention plans (BIPs), mental health referrals, mentor, and academic tutoring

1. Early Intervening Services: We Use data-driven decision-making to identify students who may benefit from EIS before requiring special education services. Admin and the District provided PD to foster collaboration among general education teachers, special education teachers, and support staff to create a consistent and inclusive approach to behavior management and support.

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)).

We are providing the following Professional Learning Activities for our teachers and professional support staff: 1) We will provide PD focused on understanding and interpreting academic assessment data. These sessions can include hands-on training with data analysis tools and methodologies. 2) Establish common planning groups where teachers of similar subject areas can collaboratively analyze data, share insights, and develop strategies to address the needs of their students. 3) we will Assign instructional coaches to work with all teachers. Coaches can provide modeled lessons, observe teaching practices, and offer feedback focused on improving instruction. 4) New teachers will be assigned a peer mentor 5) Online learning is assigned and/or available in a wide variety of professional development areas, such as lesson planning, data analysis, and classroom management. Through focused intent and purposeful planning, we have developed a supportive

work environment and fostered a climate where teachers want to work. As a result, most instructional and professional staff turnover is limited largely to retirement. This provides our campus with year-to-year stability for students and families and supports a continuous growth mindset among our staff.

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))

N/A

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.

Resources identified to meet the needs of students (SWD) not meeting the minimal Federal guideline of 41% will be reviewed by the School Administrative Team including the bookkeeper, SAC, PPC and District leadership. Monitoring is ongoing but carried out at a minimum of quarterly.

Specifics to Address the Need

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

We have identified resources from Title1, School Improvement, Referendum, and PTO, and allocated them to support our Students with Disabilities. We are using Title 1 resources to fund two positions 1, Instructional Coach, and 1 Reading teacher. District Funds will be used to fund a second Instructional coach. District funds were utilized to send our Admin Team (4) and six teachers to the Model Schools Conference this summer. Additional Title funds will be used to provide student materials and supplies in support of learning District funds will support our after school tutoring in core subject areas including transportation.. The i-Ready tool box will be purchased for our Reading teachers. Title, Stem, and Science funds will be used to pay for student materials and supplies for hands on labs. Title and internal school funds will be used pay for print and mailing cost used to increase family involvement in student learning. FAST PM1 and PM2, iReady, discipline and attendance data will be used to monitor the effectiveness of these resources and to make changes as needed.

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 |