FORT CLARKE 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)

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

We believe that it is the responsibility of the faculty and staff of Fort Clarke Middle School to promote academic and behavioral student success by providing a positive, safe, healthy, respectful and culturally responsive learning environment.

Provide the school's vision statement

To become an "A" school through continuous progress monitoring and feedback supports of all school-wide data.

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
Melissa Pratto

Position Title
Principal

Job Duties and Responsibilities

Oversee all functions of the school

Leadership Team Member #2

Employee's Name
Garrett Jones

Position Title
Assistant Principal

Job Duties and Responsibilities

Oversee curriculum, instruction, and assessment

Leadership Team Member #3

Employee's Name
Kessler Hutchinson

Position Title
Assistant Principal

Job Duties and Responsibilities

Oversee student services

Leadership Team Member #4

Employee's Name
Dan Lathem

Position Title
Dean

Job Duties and Responsibilities

Support assistant principal of student services and teachers with proactively support behavioral needs.

Leadership Team Member #5

Employee's Name
Jeff Fairchild

Position Title
Dean

Job Duties and Responsibilities

Support assistant principal of student services and teachers with proactively support behavioral needs.

Leadership Team Member #6

Employee's Name
Emily Brandel

Position Title
Dean

Job Duties and Responsibilities

Support assistant principal of student services and teachers with proactively support behavioral

needs.

Leadership Team Member #7

Employee's Name

Shannon Pettit

Position Title

School Counselor

Job Duties and Responsibilities

Support students and staff with emotional well being and prepare school-wide systems to proactively support students.

Leadership Team Member #8

Employee's Name

Position Title

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #9

Employee's Name

Sanora Goodman

Position Title

School Counselor

Job Duties and Responsibilities

Support students and staff with emotional well being and prepare school-wide systems to proactively support students.

Leadership Team Member #10

Employee's Name

Laken Sims

Position Title

ESE Teacher

Job Duties and Responsibilities

ESE Department Chair. Support general education teachers and case managers to ensure fidelity of

the ESE program.

Leadership Team Member #11

Employee's Name
Amy Reed

Position Title
K-12 Teacher

Job Duties and Responsibilities

Support reading teachers with data analysis, curriculum, and instructional planning.

Leadership Team Member #12

Employee's Name
Laura Wykoff

Position Title
K-12 Teacher

Job Duties and Responsibilities

 Math department chair, support department with data analysis and interpretation.

Leadership Team Member #13

Employee's Name
Deborah Tarver

Position Title
K-12 Teacher

Job Duties and Responsibilities

ELA department chair, support department with data analysis and interpretation.

Leadership Team Member #14

Employee's Name
Chelsea Kamody

Position Title
K-12 Teacher

Job Duties and Responsibilities

Science department chair, support department with data analysis and interpretation.

Leadership Team Member #15

Employee's Name
Jacob Van Wagner

Position Title
K-12 Teacher

Job Duties and Responsibilities

Social Studies department chair, support department with data analysis and interpretation.

Leadership Team Member #16

Employee's Name
George Atohi

Position Title
K-12 Teacher

Job Duties and Responsibilities

Electives department chair, support department with data analysis and interpretation.

Leadership Team Member #17

Employee's Name
Omar Sanchez

Position Title
K-12 Teacher

Job Duties and Responsibilities

6th grade team leader has the responsibility for coordinating and managing the operations of the grade level team.

Leadership Team Member #18

Employee's Name
Natalie Watkins

Position Title
K-12 Teacher

Job Duties and Responsibilities

7th grade team leader has the responsibility for coordinating and managing the operations of the grade level team.

Leadership Team Member #19

Employee's Name

Eric Rodriquez

Position Title

K-12 Teacher

Job Duties and Responsibilities

8th grade team leader has the responsibility for coordinating and managing the operations of the grade level team.

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.

FCMS Leadership team collaborates with all stakeholders to discuss and review data and school improvement goals. School-wide data is shared during professional learning sessions and department/ team level meetings throughout the school year. Department Chairs collaborate with school leadership to identify goals and action steps. Our data and goals are shared with our School Advisory Council (SAC). SAC provides feedback and adjustments are made accordingly.

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 School Improvement Plan will be monitored regularly. After each assessment window (curriculum based Common Assessments, FAST PM 1 &2, quarterly AIMS assessments) performance data will be reviewed by administration, departments, and individual teachers to look for performance trends. Based on the information gleaned from the data, the leadership team will review current structures and systems and refine as necessary. Areas of adjustment will include instructional strategies and groupings as necessary.

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	**NO**
2023-24 MINORITY RATE	**61.6%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**53.3%**
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 *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24: B** **2022-23: C*** **2021-22: C** **2020-21:** **2019-20: B**

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							72	96	106	274
One or more suspensions							18	29	28	75
Course failure in English Language Arts (ELA)							24	41	43	108
Course failure in Math							30	66	59	155
Level 1 on statewide ELA assessment							64	52	72	188
Level 1 on statewide Math assessment							64	63	61	188
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							74	98	93	265

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	3	3
Students retained two or more times							2	1	4	7

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							107	102	87	296
One or more suspensions							69	83	71	223
Course failure in ELA							40	71	65	176
Course failure in Math							33	52	57	142
Level 1 on statewide ELA assessment							85	96	103	284
Level 1 on statewide Math assessment							90	99	88	277
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										284

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							113	131	118	362

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

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 *	56	53	53	51	49	49	54	51	50
ELA Grade 3 Achievement **			21						
ELA Learning Gains	56	57	56				51		
ELA Learning Gains Lowest 25%	47	46	50				37		
Math Achievement *	58	56	60	52	51	56	34		36
Math Learning Gains	60	62	62				53		
Math Learning Gains Lowest 25%	57	56	60				37		
Science Achievement *	46	45	51	47	46	49	48	51	53
Social Studies Achievement *	69	60	70	58	58	68	59	54	58
Graduation Rate								45	49
Middle School Acceleration	82	79	74	73	75	73	77	40	49
College and Career Readiness								61	70
ELP Progress	52	53	49	52	48	40	9	80	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)	ATSI
OVERALL FPPI – All Students	58%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	583
Total Components for the FPPI	10
Percent Tested	97%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
58%	55%	48%	47%		58%	56%

* 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	34%	Yes	5	
English Language Learners	54%	No		
Asian Students	89%	No		
Black/African American Students	41%	No		
Hispanic Students	53%	No		
Multiracial Students	50%	No		
White Students	73%	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	19%	Yes	4	4
English Language Learners	52%	No		
Asian Students	82%	No		
Black/African American Students	25%	Yes	4	2
Hispanic Students	55%	No		
Multiracial Students	55%	No		
White Students	75%	No		
Economically Disadvantaged Students	38%	Yes	2	

	2021-22 ESSA SUBGROUP DATA SUMMARY			
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	21%	Yes	3	3
English Language Learners	46%	No		
Native American Students				
Asian Students	79%	No		
Black/African American Students	30%	Yes	3	1
Hispanic Students	57%	No		
Multiracial Students	52%	No		
Pacific Islander Students				
White Students	63%	No		
Economically Disadvantaged Students	35%	Yes	1	

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	56%		56%	47%	58%	60%	57%	46%	69%	82%			52%
Students With Disabilities	21%		38%	36%	27%	49%	52%	16%	30%				
English Language Learners	47%		65%	63%	53%	59%	36%						52%
Asian Students	86%		70%		98%	86%	88%	88%	100%	94%			
Black/African American Students	29%		44%	46%	28%	46%	54%	18%	43%	57%			
Hispanic Students	53%		50%	35%	55%	56%	63%	49%	51%	75%			43%
Multiracial Students	49%		52%	47%	52%	56%	47%	31%	64%				
White Students	73%		66%	58%	77%	68%	63%	70%	89%	90%			
Economically Disadvantaged Students	37%		48%	43%	39%	54%	53%	23%	49%	64%			54%

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%				52%			47%	58%	73%			52%
Students With Disabilities	17%				22%			11%	27%				
English Language Learners	43%				65%			36%	71%				47%
Asian Students	74%				91%			63%	93%	90%			
Black/African American Students	21%				19%			10%	27%	47%			
Hispanic Students	51%				56%			45%	71%	63%			45%
Multiracial Students	53%				43%			57%	50%	71%			
White Students	73%				73%			68%	83%	77%			
Economically Disadvantaged Students	30%				30%			24%	41%	60%			43%

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	54%		51%	37%	52%	53%	37%	48%	59%	77%			9%
Students With Disabilities	9%		27%	28%	14%	35%	37%	0%	19%				
English Language Learners	53%		47%	45%	58%	61%		46%					9%
Native American Students													
Asian Students	88%		68%		83%	70%		91%	79%	77%			
Black/African American Students	26%		39%	34%	17%	32%	29%	11%	23%	56%			
Hispanic Students	53%		51%	43%	56%	62%	57%	51%	56%	85%			
Multiracial Students	52%		53%	43%	44%	46%	38%	46%	57%	85%			
Pacific Islander Students													
White Students	71%		58%	37%	73%	64%	44%	66%	79%	79%			
Economically Disadvantaged Students	32%		40%	32%	28%	40%	33%	24%	33%	51%			

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	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
			2023-24 SPRING			
Ela	6	50%	52%	-2%	54%	-4%
Ela	7	57%	52%	5%	50%	7%
Ela	8	54%	50%	4%	51%	3%
Math	6	51%	49%	2%	56%	-5%
Math	7	26%	26%	0%	47%	-21%
Math	8	55%	58%	-3%	54%	1%
Science	8	44%	43%	1%	45%	-1%
Civics		66%	59%	7%	67%	-1%
Algebra		91%	53%	38%	50%	41%
Geometry		100%	52%	48%	52%	48%

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?

The area of greatest improvement was in the performance of Students with Disabilities on the Federal Index. This subgroup gained 15 percentage points on the Federal Index this school year. Actions taken were in strategic scheduling of students in co-teach and direct services in core content areas. Additionally, interventions such as iReady and Aleks were used in order to support the growth of student skills in reading and math.

Lowest Performance

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

The lowest performance overall was in science achievement with only a 46% in proficiency. Because science is tested at the 8th grade level, it requires that significant review of 6th and 7th grade standards takes place. Science proficiency continues to be an area of low performance losing a percentage point a year over the last three years.

Greatest Decline

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

The performance of Multiracial students on the Federal Index showed the greatest decline from the prior year. Additionally science proficiency declined by one percentage point from last year. Contributing factors included teacher turnover, and chronic absenteeism.

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.

7th Grade math proficiency showed the greatest gap when compared to the state. Students who took 7th grade accelerated math tested at the 8th grade level.

EWS Areas of Concern

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

One area of concern is the amount of students who have two or more early warning system

indicators. Ft Clarke has 265 students with two or more EWS indicators. The second area of concern is the amount of students who were absent 10% or more days last school year. In total, there are 274 students meeting this indicator. The number of students absent 10% or more increases every grade in grades 6-8.

Highest Priorities

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

1. Increase 6-8 math proficiency and learning gains overall and within following subgroups: African American, and ESE.
2. Increase 6-8 ELA proficiency and learning gains overall and within following subgroups: African American, and ESE.
3. Improve attendance of chronically absent students
4. Reduce out of school suspensions.
5. Social Studies proficiency

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 Benchmark-aligned instruction

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.

Providing on grade level, standards-aligned teaching and learning with high expectations for all learners will result in improved proficiency in all content areas. Teachers will engage in monthly collaborative department planning sessions with Leadership Team members. These sessions will focus on ELA, math, science, and Civics benchmark-aligned instruction utilizing core materials and state performance descriptors. Utilize a planning protocol that will include a review of the vertical alignment of the benchmarks, test item types, achievement level descriptors, end of unit assessments and curriculum materials to plan for instruction and student tasks. These monthly planning sessions will be part of a year-long professional learning community for each department and will focus on pedagogy and instructional delivery methods that result in increased student proficiency. Reading and writing will be incorporated into all content areas. Assessments and student work samples will be utilized to determine student progress and adjust instruction as needed, as well as share best instructional practices. Students must be exposed to on grade level benchmark-aligned content and tasks in order to improve proficiency. By focusing on pedagogy and instructional delivery methods that result in increased student proficiency, student proficiency rates will improve.

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.

Instructional walkthrough schedule and monitoring tool will be used to monitor instructional implementation and will show on grade level, benchmark-aligned lessons and tasks at least 90% of the time. Assessment data and student work samples will be monitored for learning and demonstrate at least achievement level 2 for at least 80% of all students on common assessments: will include common unit and chapter assessments. Student proficiency will increase by at least 15% in FAST from PM1 to PM2, to PM3

In addition, Ft Clarke looks to improve the performance of African American students on the Federal Index from 41% to 45%. and Students with Disabilities by 7%. We look to improve overall ELA

achievement, Learning Gains by 4% and ELA Learning Gains of the Lowest Quartile by 3%. Ft Clarke aims to improve overall math achievement by 2%, math learning gains by 3%, and math learning gains of the lowest quartile by 3%. We look to increase science achievement by 4% and social studies achievement by 3%. We also look to improve middle school acceleration by 3%.

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.

Members of the leadership team will participate in the monthly department planning team sessions to ensure benchmark aligned instruction. Classroom observations and walkthroughs conducted by administrators will monitor benchmark-aligned instruction using a walkthrough tool and will include coaching feedback. Administrators will develop monthly walk-through focus. Student work samples, writing samples, and assessment results will be reviewed. Data chats will occur monthly with each teacher and leadership team member. Student data chats will occur regularly with individualized goal setting. Instructional shifts will occur based on student data.

Person responsible for monitoring outcome

Garrett Jones (jonesgw@gm.sbac.edu)

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:

By focusing on pedagogy and instructional delivery methods, department planning/Professional Learning Communities (PLC) will provide rigorous, benchmark-aligned instruction and student tasks will result in increased student proficiency. Monthly collaborative department planning/PLC's will involve vertical alignment, achievement level descriptors and student data focused on instructional deliver/pedagogy and student results.

Rationale:

All students can meet and exceed high performance standards regardless of where they live, their family's income, their race, gender, disability, or other factors. All students should be provided with grade level instruction and learning tasks that are culturally responsive with high expectations, in a high quality learning environment, with equitable resources to ensure students reach their full potential.

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
Department Collaborative Planning Schedule

Person Monitoring:	**By When/Frequency:**
Melissa Pratto (prattomm@gm.sbac.edu)	August 30, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Establish master schedule, refine and distribute department planning times and align leadership schedules to support planning.

Action Step #2
Walkthrough Schedule

Person Monitoring:	**By When/Frequency:**
Garrett Jones (jonesgw@gm.sbac.edu)	August 30, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Establish leadership walkthrough schedule, create and calibrate the instructional tracking tool, establish and communicate weekly look-fors based on planning and student data.

Action Step #3
Assessments

Person Monitoring:	**By When/Frequency:**
Garrett Jones (jonesgw@gm.sbac.edu)	ongoing throughout the school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Assessments: Create and share the assessment schedule, monitor common assessment results, analyze results and adjust instruction based on student needs.

Action Step #4
Professional Learning Plans

Person Monitoring:	**By When/Frequency:**
Melissa Pratto (prattomm@gm.sbac.edu)	ongoing throughout the school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Develop professional learning plans and timeline to support grade-level benchmark aligned content, tasks, and instructional delivery/ pedagogy. Provide professional learning for teachers to support assessment usage for instructional analysis and to make shifts as indicated by the data to meet student needs.

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.

Our Students with Disabilities (SWD) continues to be our lowest performing ESSA subgroup. Although, Ft Clarke saw a 15% increase in performance of SWDs this year, Fort Clarke's goal is to increase performance on the Federal Index for our Students with Disabilities (SWD) to 41%. This would be a gain of 7% from this school year. This focus is also necessary because Ft Clarke will be in its 5th year with SWDs as an ESSA focus group.

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.

Ft Clarke looks to increase the performance of Students with Disabilities on the Federal Index from 34% to 41% .

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.

FAST, Common Assessment, and AIMS data will be utilized as well as supplemental program data such as iReady (reading) and ALEKS (math). to monitor the progress and performance of SWDs. ESE Teachers will collaborate with General Education teachers to identify accommodations and appropriate strategies to increase proficiency. General Education teachers will consult regularly with ESE teachers/case managers to identify specific needs of students. A co-teach model has been established for core subject areas to support student learning.

Person responsible for monitoring outcome
Garrett Jones (jonesgw@gm.sbac.edu)

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:
Increased monitoring of our exceptional student education (ESE) students- to include additional collaboration amongst ESE and General Education teachers. Increased collaboration meetings between Case Managers and General Education teachers. Additional training provided by APC and ESE Department Chair to support ALL teachers in understanding best practices within planning- specifically UDL.

Rationale:
Additional collaboration amongst teachers will provide additional supports for students. A higher focus

on collaborative planning between the regular education teachers and ESE co-teachers with a focus on ESE student needs and accommodations.

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
FAST/AIMS Assessment Review

Person Monitoring:	**By When/Frequency:**
Garrett Jones	October/November 2024. December/January 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Fort Clarke will conduct data review after each progress monitoring assessment. The assistant principal of curriculum (APC) and will collaborate with departments to review and analyze student performance data for trends. Teacher teams will meet together to discuss instructional strategies to support Students with Disabilities.

Action Step #2
Strategic Scheduling

Person Monitoring:	**By When/Frequency:**
Melissa Pratto	August 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Co-teach classes are scheduled in core content areas. ESE Reading classes are also scheduled for students. Students are placed in these services based on academic history. Teacher teams then work together to deliver and monitor instruction.

Action Step #3
Implementation of UDL

Person Monitoring:	**By When/Frequency:**
Garrett Jones	monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers of SWD will engage in professional learning around Universal Design. Teachers will apply UDL principles in their lesson planning. Teachers will evaluate their instructional planning and collaborate to incorporate UDL principles in daily instruction.

Area of Focus #3

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.

Fort Clarke's Black/African American Students met the Federal Index threshold at 41%. A focus on the performance of Black/African American students is necessary to continue to work towards eliminating the achievement gap. Currently Ft Clarke has a gap of 32% between the performance of White and Black/African American students as defined by the Federal Index. Additionally, a focus on the performance of Black/African Americans is necessary because this subgroup scored the minimum allowable points at 41%.

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.

Ft Clarke looks to increase the performance of Black/African American students on the Federal Index from 41% to 45%.

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.

FAST, Common Assessment, and AIMS data will be utilized as well as supplemental program data such as iReady (reading) and ALEKS (math). to monitor the progress and performance of Black/African American students. Teachers will engage in assessment data review as departments. During this review, teachers will look at performance data, student work samples, and review lesson plans to improve instructional practice.

Person responsible for monitoring outcome

Melissa Pratto

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:
By focusing on pedagogy and instructional delivery methods, department planning/Professional Learning Communities (PLC) will provide rigorous, benchmark-aligned instruction and student tasks will result in increased student proficiency. Monthly collaborative department planning/PLC's will involve vertical alignment, achievement level descriptors and student data focused on instructional deliver/pedagogy and student results.

Rationale:

All students can meet and exceed high performance standards regardless of where they live, their family's income, their race, gender, disability, or other factors. All students should be provided with grade level instruction and learning tasks that are culturally responsive with high expectations, in a high quality learning environment, with equitable resources to ensure students reach their full potential.

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
Department Collaborative Planning Schedule

Person Monitoring:	**By When/Frequency:**
Melissa Pratto	August 30, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Establish master schedule, refine and distribute department planning times and align leadership schedules to support planning.

Action Step #2
Assessment Data Review

Person Monitoring:	**By When/Frequency:**
Garrett Jones	October/November 2024 and December/January 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Fort Clarke will conduct data review after each progress monitoring assessment. The assistant principal of curriculum (APC) and will collaborate with departments to review and analyze student performance data for trends. Teacher teams will meet together to discuss instructional strategies to support Black/African American students

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.

Decrease the number of out of school suspensions of African American students.

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.

Reduce the number of Out of school suspensions by 8%.

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.

Early warning system data will be reviewed on a regular basis. Assistant principal of student services will work closely with deans and ESE case managers to review discipline data of our ESE students and general education students. We have a few alternatives to out of school suspension and will work with deans to implement an equitable system in which students receive restorative support.

Person responsible for monitoring outcome

Kessler Hutchinson (hutchikl@gm.sbac.edu)

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:

Regular data analysis and collaboration among school staff, implementation of River Phoenix's Restorative Practice professional learning throughout the school year.

Rationale:

Many of our students who are being suspended have experienced trauma and will need additional support. Teachers will need to understand how to identify when restorative practices are necessary and learn strategies to implement regularly.

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

Thorough review of data from 23-24 school year and identification of high-risk students.

Person Monitoring:	**By When/Frequency:**
Kessler Hutchinson (hutchikl@gm.sbac.edu)	August 2025

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

Implementation of initial River Phoenix training with all staff. Continuation of professional learning throughout the school year.

Action Step #2
Development of a School Wide Discipline and Behavioral Intervention Plan

Person Monitoring:	**By When/Frequency:**
Kessler Hutchinson	August 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Student Services team will develop and implement a schoolwide discipline plan. This will include supporting teachers in developing classroom expectations for students. Student Services staff will also support teachers in designing and implementing behavioral interventions for students.

Area of Focus #2

Teacher Retention and Recruitment

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.

Establish a system to onboard and mentor our newest members of the staff. We will provide new teachers, and those identified to benefit, with peer mentoring, coaching, modeling, walkthroughs, classroom learning walks, collaboration, clearly defined expectations, and in-time professional learning to improve delivery of instruction with increased student engagement in grade-level, benchmark-aligned tasks. These actions, along with staff input, goal setting and targeted celebrations, engagement, and appreciation activities/events, will foster positive peer relationships.

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.

A monthly comparison of staff absences from last school year to the monthly data this year will demonstrate a decrease by at least 4% each month. Decrease in vacancies in a month to month comparison will show a decline by at least 4% each month. Retention will increase in monthly comparisons by at least 10%. At the conclusion of the year, at least 20% more staff will be retained for the following school year.

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.

Improved delivery of content with increased student engagement in grade-level tasks will result in improved student achievement as monitored through classroom walkthroughs, aligned student work

samples, progress monitoring and assessment data and FAST results. Administrative meetings will include discussion, calibration and analysis of classroom observations, student results, teacher conferences, coaching and support assignments.

Evidence: Lesson plans, student data and data chats, emails/newsletters, teacher walkthrough data, and teacher feedback reflects improvement in delivery

Person responsible for monitoring outcome
Garrett Jones (jonesgw@gm.sbac.edu)

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:
Establish a system to onboard and mentor our newest members of the staff. We will provide new teachers, and those identified to benefit, with peer mentoring, coaching, modeling, walkthroughs, classroom learning walks, collaboration, clearly defined expectations, and in-time professional learning to improve delivery of instruction with increased student engagement in grade-level, benchmark-aligned tasks. These actions, along with staff input, goal setting and targeted celebrations, engagement, and appreciation activities/events, will foster positive peer relationships.

Rationale:
Students from poor and minority backgrounds are systematically shortchanged in their access to qualified, experienced, and excellent teachers.

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
New Hire Onboarding Program

Person Monitoring: **By When/Frequency:**
Kessler Hutchinson (hutchikl@gm.sbac.edu)   September 1, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Establish system (schedule, focus, roles, responsibilities, expectations, timeline, areas of support aligned to ACIIS and SIP) to lead mentors and guide the work with new teachers.

Action Step #2
Top Hog Teacher of the Month

Person Monitoring: **By When/Frequency:**
Garrett Jones (jonesgw@gm.sbac.edu)   Monthly from September 2024 - June 2025

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

Studies show that teachers are the single most important factor in a child's learning achievement. That being said, the Fort Clarke Middle School faculty and staff will have the opportunity to nominate an outstanding teacher each month as FCMS TOP HOG Teacher of the Month. The teacher with the most nominations will be awarded The FCMS Top Hog Teacher of the Month and will be presented with a certificate, recognition on the marquee, highlighted on the school's website, and a gift card to Top Hog BBQ Restaurant.

Area of Focus #3

Positive Behavior and Intervention System (PBIS)

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.

To implement strategies that will reduce the number of incidents of skipping/leaving class and classroom disruption that lead to classroom referrals. During the 2023-2024 school year there were 650 referrals for these two areas; 355 referrals were written for skipping/leaving class and 292 referrals were written for classroom disruption.

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 number of incidents that lead to a referral for skipping or classroom disruption will be reduced by 10% for the 2024-2025 school year.

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 school's leadership team, which includes administrators, deans, and school counselors, will meet monthly to review data and reflect on the effectiveness of implemented strategies. The implementation of schoolwide, Tier 1, Tier 2, and Tier 3 strategies will be monitored by the school's administrators and deans. School administrators will monitor the implementation of classroom management strategies during classroom walkthroughs and data chats.

Person responsible for monitoring outcome

Kessler Hutchinson (hutchikl@gm.sbac.edu)

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:
As part of the district's CORE focus on building caring relationships between teachers, staff, and students, Fort Clarke will use PBIS strategies throughout the school year. The school will communicate clear expectations for behavior for all areas of campus. These expectations will be taught, modeled, reviewed, and posted. There will be an increase in rewards through a schoolwide economy (Falcon Eyes) and a school store will be available for purchases using these rewards. Each nine weeks a reward event will be held.

Rationale:
Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health. When implemented with fidelity, PBIS improves social emotional competence, academic success, and school climate.

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
PBIS Training

Person Monitoring:	**By When/Frequency:**
Kessler Hutchinson (hutchikl@gm.sbac.edu	During pre-planning and the first 3 weeks of school

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Train new teachers and staff and re-teach teachers and staff on PBIS strategies and implementation.

Area of Focus #4

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.

Student attendance that falls below 90% puts students at risk for reading deficits and can reduce high school graduation rates. Economically disadvantaged students are more likely to be chronically absent. Students who face challenges with chronic absenteeism are less likely to master grade level expectations, falling further behind with recurring days missed from school. Additionally based on EWS data, 274 students were absent 10% or more days this school year.

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.

90% of students will exhibit school attendance at a rate of 90% or higher throughout the 2024-25 school year.

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.

Daily, weekly and quarterly attendance data will be reviewed with our counselors, team leaders, and administration team; this data will include all absences: excused, unexcused, and suspensions. Students with habitual chronic absenteeism will be provided with Tier II and Tier III interventions to improve attendance rates.

Person responsible for monitoring outcome

Kessler Hutchinson (hutchikl@gm.sbac.edu)

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:
The school will implement attendance interventions for chronically absent students, including student incentives for good and improved attendance rates, first period attendance challenges throughout the school year, attendance EPT meetings, and attendance data chats with students.

Rationale:
Improving attendance can directly impact student learning outcomes. Students who are not present in school are unable to engage in the learning that is missed. By developing a school-wide culture of attendance, we can improve student attendance and in turn, student achievement.

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
Check/In Check/Out

Person Monitoring:	By When/Frequency:
Kessler Hutchinson	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students who are identified as being chronically absent will participate in a check in/ check out intervention. According to Attendanceworks.org, students who are chronically absent can feel a lack of connection with the school community. CICO allows students to have an adult on campus with whom they can connect with twice a day to discuss their day and any issues they may have encountered. Students who are chronically absent will be assigned a member of the staff who will

conduct the CICO daily with the student. Responsible staff members will set up a system of rewards for students who meet certain attendance goals as part of the CICO intervention.

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.

No Answer Entered

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))

No Answer Entered

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))

No Answer Entered

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))

No Answer Entered

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.

Ft Clarke uses resources which are reviewed and recommended by the school district. This includes resources for intervention and acceleration of students. Instructional resources are those which are tied to core adopted materials. Student support services resources are recommended and supported by the student services department.

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