Pinellas County Schools

FITZGERALD MIDDLE SCHOOL

2025-26 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 (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state’s graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Our mission is to provide the highest academic achievement through a positive and safe learning environment to prepare every scholar for college, career and life.

Provide the school's vision statement

Our vision is for 100% scholar success.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

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

Ija Hawthorne

Hawthornei@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

Instructional and operational leader within the school community. Critical lens to work on improving student outcomes, through the hiring, development, support, supervision and retention of high-quality instructional and support staff

Leadership Team Member #2

Employee's Name

Leah Donnelly

Donnellyl@pcsb.org

Position Title
Assistant Principal

Job Duties and Responsibilities

In collaboration with and aligned to the direction of the Principal, the Assistant Principal supports the creation of the culture of rigorous learning, belonging and engagement for staff, students and families throughout the school community. In alignment with the Florida Assistant Principal Standards, the Assistant Principal supports and leads assigned school teams.

Leadership Team Member #3

Employee's Name
Amanda O'Mara

Omaraa@pcsb.org

Position Title
Assistant Principal

Job Duties and Responsibilities

In collaboration with and aligned to the direction of the Principal, the Assistant Principal supports the creation of the culture of rigorous learning, belonging and engagement for staff, students and families throughout the school community. In alignment with the Florida Assistant Principal Standards, the Assistant Principal supports and leads assigned school teams.

Leadership Team Member #4

Employee's Name
Christine Dunlow

Dunlowc@pcsb.org

Position Title
Assistant Principal

Job Duties and Responsibilities

In collaboration with and aligned to the direction of the Principal, the Assistant Principal supports the creation of the culture of rigorous learning, belonging and engagement for staff, students and families throughout the school community. In alignment with the Florida Assistant Principal Standards, the Assistant Principal supports and leads assigned school teams.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

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

Continuous improvement can only occur when adjustments are made along the way to ensure the plans remain effective and relevant. The School Advisory Committee in conjunction with the school leadership use ongoing data collection and feedback on student performance, instructional practices.

3. 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 (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

Fitzgerald Middle School SIP will be monitored through PLC'S, ILT meetings, SBLT meetings, and SAC meetings. During these meetings we will analyze data and address trends that we may encounter as a barrier to create systematic change.

C. Demographic Data

2025-26 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**
2024-25 TITLE I SCHOOL STATUS	**YES**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 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.*	**2024-25: A** **2023-24: B** **2022-23: B** **2021-22: C** **2020-21:**

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment							306	322	276	904
Absent 10% or more school days							84	55	67	206
One or more suspensions							10	16	19	45
Course failure in English Language Arts (ELA)							2	7	17	26
Course failure in Math							4	5	1	10
Level 1 on statewide ELA assessment							48	65	72	185
Level 1 on statewide Math assessment							50	52	77	179
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 2025-26

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							32	59	75	166

Current Year 2025-26

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							1			1
Students retained two or more times							1	2	3	6

Prior Year (2024-25) 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							86	85	100	271
One or more suspensions							10	22	45	77
Course failure in English Language Arts (ELA)							6	25	8	39
Course failure in Math							2	13	7	22
Level 1 on statewide ELA assessment							66	74	85	225
Level 1 on statewide Math assessment							73	78	95	246
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

Prior Year (2024-25) 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							48	50	86	184

Prior Year (2024-25) 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								2	7	9
Students retained two or more times							4	4	3	11

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

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 2024-25 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	61	60	58	55	55	53	47	49	49
Grade 3 ELA Achievement			27			21			
ELA Learning Gains	58	59	59	65	58	56			
ELA Lowest 25th Percentile	48	52	52	57	53	50			
Math Achievement*	58	65	63	51	61	60	52	58	56
Math Learning Gains	60	60	62	57	61	62			
Math Lowest 25th Percentile	60	59	57	54	59	60			
Science Achievement	55	59	54	49	52	51	46	48	49
Social Studies Achievement*	84	79	73	82	75	70	70	69	68
Graduation Rate									
Middle School Acceleration	93	84	77	87	80	74	84	77	73
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	34	49	53	36	44	49	28	38	40

*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)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	61%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	611
Total Components for the FPPI	10
Percent Tested	96%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
61%	59%	53%	47%	46%		57%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 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.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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	29%	Yes	1	1
English Language Learners	37%	Yes	4	
Asian Students	78%	No		
Black/African American Students	56%	No		
Hispanic Students	57%	No		
Multiracial Students	76%	No		
White Students	64%	No		
Economically Disadvantaged Students	57%	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.

2024-25 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 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	61%		58%	48%	58%	60%	60%	55%	84%	93%			34%
Students With Disabilities	16%		35%	38%	16%	41%	40%	10%	47%				18%
English Language Learners	30%		41%	36%	26%	47%	45%	15%	61%				34%
Asian Students	78%		59%		81%	73%		76%	87%	92%			
Black/African American Students	45%		55%	54%	42%	52%	54%	34%	84%	85%			
Hispanic Students	51%		52%	44%	46%	55%	57%	54%	78%	96%			33%
Multiracial Students	70%		64%		75%	79%	90%	63%	80%	90%			
White Students	71%		62%	48%	69%	63%	61%	58%	90%	95%			20%
Economically Disadvantaged Students	52%		54%	50%	49%	54%	54%	47%	82%	93%			33%

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	55%		65%	57%	51%	57%	54%	49%	82%	87%			36%
Students With Disabilities	20%		52%	47%	18%	44%	48%	22%	61%	83%			26%
English Language Learners	22%		44%	45%	25%	44%	41%	16%	47%	69%			36%
Asian Students	86%		82%		77%	75%		92%	100%	91%			
Black/African American Students	34%		60%	65%	29%	52%	56%	22%	75%	89%			
Hispanic Students	47%		60%	57%	47%	53%	44%	43%	76%	83%			37%
Multiracial Students	61%		69%		59%	56%		47%	85%	100%			
White Students	63%		69%	50%	58%	60%	67%	54%	84%	86%			42%
Economically Disadvantaged Students	48%		62%	62%	43%	54%	53%	38%	79%	86%			30%

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	47%				52%			46%	70%	84%			28%
Students With Disabilities	12%				20%			8%	43%				14%
English Language Learners	13%				30%			6%	37%	58%			21%
Asian Students	78%				86%			77%	100%	95%			
Black/African American Students	26%				27%			28%	46%	76%			
Hispanic Students	35%				44%			32%	53%	81%			19%
Multiracial Students	62%				65%			40%	71%	92%			
White Students	57%				59%			59%	86%	83%			21%
Economically Disadvantaged Students	37%				42%			32%	61%	76%			17%

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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	61%	61%	0%	60%	1%
ELA	7	52%	59%	-7%	57%	-5%
ELA	8	58%	59%	-1%	55%	3%
Math	6	59%	63%	-4%	60%	-1%
Math	7	8%	33%	-25%	50%	-42%
Math	8	53%	64%	-11%	57%	-4%
Science	8	51%	58%	-7%	49%	2%
Civics		80%	78%	2%	71%	9%
Algebra		95%	59%	36%	54%	41%
Geometry		97%	53%	44%	54%	43%

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 largest gain in this area was observed in mathematics, specifically among students in the lowest quartile, with learning gains increasing from 47% in 2024 to 60% in 2025—a 13 percentage point improvement.

This significant improvement in mathematics for the lowest quartile students can be attributed to several strategic actions. Focused small group instruction allowed teachers to target specific learning gaps, while data-driven instruction and regular progress monitoring ensured timely interventions. Additionally, increased tutoring and extended learning opportunities provided students with more time and support to master key concepts. Professional development for teachers on differentiated instruction also played a crucial role in equipping educators with strategies to meet diverse student needs.

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-performing data component at Morgan Fitzgerald Middle School in 2025 was science proficiency among Students with Disabilities (SWD), which dropped to just 11%. This marks a continued decline from 16% in 2023 and 15% in 2024, indicating a concerning downward trend. Contributing factors include limited access to differentiated instruction, challenges with content accessibility, and insufficient scaffolding or accommodations to support these learners. Addressing these gaps will be essential to reversing the trend and improving outcomes for SWD in science.

Greatest Decline

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

The greatest decline from the prior year was seen in ELA gains among students in the lowest quartile, which dropped from 57% in 2024 to 47% in 2025—a 10 percentage point decrease. This decline is attributed to challenges in limited individualized support and disruptions in differentiated instruction. Additionally, students in this group often require sustained, targeted literacy strategies, and any gaps

in implementation can significantly impact their progress. This trend highlights the need for embedded tiered reading support and vocabulary routines into daily instruction and using performance data to group and support L25 students during reading tasks.

Greatest Gap

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

The greatest gap compared to the state average was in science proficiency among Students with Disabilities (SWD), where only 11% of students at Morgan Fitzgerald Middle School demonstrated proficiency in 2025—compared to the state average of approximately 35%. This 24 percentage point gap highlights a significant area of concern. Contributing factors include limited access to adapted science instruction, challenges in delivering complex content in accessible formats, and a lack of consistent scaffolding or accommodations. The downward trend over the past three years—from 16% in 2023 to 11% in 2025—further emphasizes the need for targeted instructional strategies and support systems to close this achievement gap.

EWS Areas of Concern

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

1. **Level 1 Performance on Statewide Assessments**: A significant number of students scored at Level 1 on statewide assessments—**185 in ELA** and **179 in Math**. These figures indicate a large portion of students are performing at the lowest achievement level, which may signal gaps in foundational skills and a need for intensified academic interventions.

2. **Chronic Absenteeism**: **206 students** were absent for 10% or more of school days. Chronic absenteeism can severely impact academic performance and engagement, and may also contribute to the high number of students scoring at Level 1 on assessments.

Highest Priorities

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

The following are the **top five priorities** for school improvement in the upcoming school year:

1. **Improve Science Proficiency for Students with Disabilities (SWD)**
   Address the significant achievement gap in science, where SWD proficiency is far below the state average. Strategies include data-driven instruction, formative assessments, and targeted interventions.

2. **Increase ELA Learning Gains for the Lowest 25% of Students**
   Reverse the decline in ELA L25 gains by strengthening reading interventions, differentiation, and instructional consistency.

3. **Address Chronic Absenteeism**
   Reduce the number of students missing 10% or more school days, which impacts academic performance and engagement.

4. **Support Students Scoring Level 1 on Statewide Assessments**
   Provide intensified academic support for the large number of students performing at the lowest level in both ELA and Math.

5. **Close Achievement Gaps Between Subgroups and State Averages**
   Focus on equity by improving outcomes for SWD, ELL, and Black students, especially in science and math.

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

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.

Although the school has improved from 55% to 61% proficiency in ELA, learning gains—especially for the L25 Learning gains (45%)—reveal inconsistent instructional delivery and limited differentiation. Walkthroughs show a lack of consistent use of benchmark-aligned, complex texts, and formative feedback to support productive struggle.

Measurable Outcome

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 percentage of all students achieving ELA proficiency will increase from 61% to 66% as measured by Spring 2026 Progress Monitoring assessment (FAST)

Additionally, we aim to increase L25 Learning Gains from 45% to 55%, and Overall Learning Gains from 58% to 65%. In conjunction with these goals, we also seek to improve outcomes for our Priority Subgroups. We aim to increase our Priority Subgroups, Student With Disabilities from 16% to 32%, English Language Learners from 20% to 40%, and Blacks/African American students from 43% to 50%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

This Area of Focus will be monitored through a structured and ongoing cycle of data analysis, instructional walkthroughs, and collaborative planning. Administrators, instructional coaches, and teacher leaders will use biweekly PLCs to review formative assessments, student work samples, and progress monitoring data (FAST, Performance Matters) to evaluate whether instruction is meeting the depth of the B.E.S.T. benchmarks and supporting students—especially those in the Lowest 25% and

Priority Subgroups—to engage in productive struggle with complex texts.

Classroom walkthroughs will occur weekly and focus on the use of benchmark-aligned complex texts, intentional scaffolding, pop-up small groups, and the delivery of timely, actionable feedback. Feedback from these observations will be shared with teachers through coaching and PLC debriefs to promote reflection and adjustments to instructional practice.

Impact on student achievement:
Ongoing monitoring ensures early identification of instructional gaps and student misunderstandings. By using formative and standards-based data to make timely adjustments to lessons, grouping strategies, and intervention plans, teachers will be better equipped to close the achievement gap and increase proficiency across all subgroups. This continuous feedback loop will help move proficiency from 61% to 66% and raise L25 learning gains from 45% to 55% by the end of the school year. In addition, it will support targeted improvements among priority subgroups, including increasing performance for Students With Disabilities from 16% to 32%, English Language Learners from 20% to 40%, and Black/African American students from 43% to 50%.

Person responsible for monitoring outcome
Leah Donnelly, Assistant Principal

Evidence-based Intervention:
Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).
Description of Intervention #1:
The school will implement an evidence-based instructional intervention focused on improving teacher capacity to deliver rigorous, benchmark-aligned lessons using complex texts and student-centered tasks. Instruction will be planned with clarity around the standard, purpose, and steps to success. Teachers will use formative assessments and data from Performance Matters and FAST to inform instruction, group students, and provide targeted support, especially for those in the Lowest 25% and Priority Subgroups. PLCs will focus on collaborative planning and student work analysis to ensure alignment and consistency across classrooms. Instructional walkthroughs, peer observations, and feedback cycles will be used to monitor implementation and support ongoing instructional improvement.

Rationale:
This intervention is grounded in strong evidence that student achievement improves when teachers clearly identify critical content, plan explicit instruction aligned to grade-level benchmarks, and provide students time to engage in rigorous tasks with appropriate scaffolds. Consistent use of data and formative feedback ensures that instruction is responsive to student needs. By strengthening instructional planning, differentiation, and student engagement with complex texts, this approach is expected to increase proficiency and learning gains, particularly among students in the Lowest 25%.

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Develop and implement clear, benchmark-aligned lesson plans focused on teacher clarity, the “What, Why, and How” of instruction. Utilizing the Gold Docs to plan standards-based instruction.

Person Monitoring:
ELA Department Chair

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will collaboratively identify the benchmark, clarify the instructional purpose, and outline expectations for student learning during PLCs. Planning discussions will include unpacking the standard to ensure alignment to the intended rigor and depth. Administrators and coaches will monitor and support the implementation of the use of grade-appropriate complex texts and aligned tasks, utilizing the “Gold Docs” as a resource. The impact of this action will be monitored through classroom walkthroughs, and provide feedback aligned to the PCS Instructional Essentials. Evidence of instructional clarity and alignment will be tracked through student work samples, observation notes, PLC artifacts, and data analysis (Performance Tasks and FAST).

Action Step #2
Embed tiered reading support and vocabulary routines into daily instruction and use performance data to group and support L25 students during reading tasks.

Person Monitoring:
Leah Donnelly

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Vocabulary routines and tiered reading support embedded weekly; student grouping and intervention adjusted biweekly based on data. Teachers will utilize Interactive Notebooks to explicitly teach vocabulary instruction using Tier II/contextual word strategies, supported by vocabulary notebooks and scaffolded reading tasks. Teachers will use formative assessments, FAST, and Performance Matters data to identify L25 and Priority Subgroup students and create small group instruction or targeted support plans. Monitoring will occur through weekly classroom walkthroughs and data reviews during PLCs to ensure appropriate reading scaffolds and vocabulary strategies are being implemented consistently.

Action Step #3
Build teacher practice and reflection through structured peer observation cycles and PLC-based formative feedback protocols.

Person Monitoring:
Leah Donnelly

By When/Frequency:
Quarterly

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

Establish and lead peer observation opportunities and standard protocols for analyzing formative assessments in PLCs. Peer observation cycles once per quarter; formative feedback discussions in weekly PLCs Each quarter, ELA teachers will participate in peer observation focused on implementation of benchmark-aligned tasks and feedback strategies. Teachers will debrief to reflect and apply learned practices. In PLCs, teachers will bring samples of formative assessments (e.g., exit slips, constructed responses) and follow a feedback protocol to evaluate student responses, adjust instruction, and plan next steps. Impact will be monitored through increased rigor in student work, more effective feedback loops, and consistent progress in formative data trends.

Action Step #4
Using Module Performance Tasks to drive standards-based instruction.

Person Monitoring:
ELA Department Chair/Teachers/AP over ELA

By When/Frequency:
Following each module

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will analyze performance task data after each module to identify benchmarks for targeted remediation and lesson planning. The impact of this action will be monitored through PLCs, data gathered from walk-throughs, observations, and data analysis (Performance Tasks and FAST Progress Monitoring). Students will track their progress on performance tasks, FAST Assessments, and formatives through their interactive notebooks.

Area of Focus #2

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale
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.

Area of Focus:
Strengthening Math Achievement through Vocabulary Fluency, Data-Driven Instruction, and Engagement Strategies

Description:
This area of focus targets three key components to improve student outcomes in mathematics:

1. **Vocabulary Fluency through Structured, Student-Centered Routines**
   Students will engage in intentional vocabulary instruction using strategies such as the Essential Words Routine, student-generated glossaries, collaborative discourse, and concept mapping. These routines are designed to build fluency with Tier 2 academic math vocabulary, enabling students to access and apply complex mathematical concepts with confidence.

2. **Data-Driven Instruction and Student Reflection**
   A three-tiered monitoring system will guide instructional planning and student reflection. Teachers will use weekly formative assessments, monthly performance data, and quarterly FAST scores to adjust instruction and provide targeted interventions. Students will engage in biweekly reflections to track their progress and set goals, fostering ownership of learning.

3. **Enhancing Engagement and Focus through Mindful Movement**
   To support attention and reduce off-task behavior, teachers will integrate mindful movement strategies into daily instruction. These include short movement breaks, kinesthetic math activities, and student-led goal setting around focus and perseverance.

Impact on Student Learning:
This multi-faceted approach addresses both cognitive and behavioral barriers to math achievement. Vocabulary fluency enhances comprehension and problem-solving. Data-driven instruction ensures that teaching is responsive and aligned to student needs. Mindful movement supports focus and emotional regulation, creating a more conducive learning environment. Together, these strategies promote deeper understanding, increased engagement, and measurable academic growth.

Rationale:
This focus was identified based on a review of prior year data, which showed:

- Gaps in student performance on vocabulary-dependent math items on FAST assessments.
- Inconsistent use of formative assessment data to inform instruction.
- High rates of off-task behavior during math instruction, particularly in Tier 2 and Tier 3 classrooms.

The school's goal is to increase math proficiency from 58% to 63% by the end of the year. This area of focus directly supports that goal by addressing root causes of underperformance and aligning with our larger SIP goals. The integration of academic, behavioral, and reflective strategies ensures a holistic approach to student success in mathematics.

Measurable Outcome
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.

Our current level of performance is 58% Mathematics Achievement, as evidenced in the 2024-2025

spring FAST.

We expect our performance level to be at least 63% Mathematics Achievement by the 2025-2026 School Grade Report.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

This Area of Focus will be monitored using the metrics under each individual Area of Focus.

Person responsible for monitoring outcome

O'Mara

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Intervention Title: Strengthening Math Achievement through Vocabulary Fluency, Data-Driven Instruction, and Engagement Strategies Grade Levels: Grades 6–8 Overview: This intervention is designed to address foundational gaps in mathematical understanding and performance by integrating three interrelated, evidence-based strategies: 1.) Vocabulary Fluency Development 2.) Data-Driven Instruction and Student Reflection 3.) Engagement through Mindful Movement and Motivation These strategies are implemented across all middle grade levels to ensure vertical alignment and consistent support for students as they progress through increasingly complex mathematical content.

Rationale:

The intervention, Strengthening Math Achievement through Vocabulary Fluency, Data-Driven Instruction, and Engagement Strategies, is grounded in research-based practices proven to improve student outcomes in middle school mathematics. Vocabulary Fluency Development addresses the language demands of math by using Frayer Models, Tree Maps, and sentence frames to help students internalize and apply academic vocabulary. According to NCES (2024), vocabulary-rich instruction can improve concept retention by up to 30% and significantly boost student confidence. Data-Driven Instruction and Student Reflection ensures that teaching is responsive and aligned to student needs. Weekly, monthly, and quarterly data reviews—combined with student goal setting—promote ownership of learning. Research shows that self-efficacy, reinforced through reflection and progress tracking, is the strongest predictor of academic success in middle school. Engagement through Mindful Movement and Motivation supports focus and behavior. Short movement breaks and gamified academic competitions improve attention, reduce anxiety, and increase classroom engagement, as supported by studies in cognitive neuroscience and education. Together, these strategies form a comprehensive, evidence-based approach that supports academic growth, emotional resilience, and increased achievement in grades 6–8 math.

Tier of Evidence-based Intervention:

Tier 3 – Promising Evidence

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

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Strengthening Vocabulary Fluency through Structured, Student-Centered Routines

Person Monitoring:
O'Mara/Wolf

By When/Frequency:
Bi-monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
To improve students' conceptual understanding, academic vocabulary, and self-efficacy in mathematics by implementing structured vocabulary instruction strategies, including the use of Interactive Student Notebooks (ISN) supported by Frayer models and "Conjecture Pages" for justification strategy and professional learning for teachers. Rationale: According to a 2024 study, self-efficacy is the strongest predictor of academic success in middle school. Students with high self-efficacy are more likely to engage in challenging tasks, persist through difficulties, and demonstrate improved problem-solving skills. Research shows that students who engage in vocabulary-rich instruction and reflective practices demonstrate up to 30% higher retention of mathematical concepts and greater confidence in problem-solving (NCES, 2024). By combining structured vocabulary instruction, reasoning strategies, and mindfulness practices, we aim to create a learning environment that supports both academic growth and emotional resilience. Instructional Strategies: 1. Frayer Model Vocabulary Development: • Teachers will guide students in using Frayer Models within Interactive Student Notebooks (ISNs) to define and explore key math terms. • Each model will include: Definition, Characteristics, Examples, and Non-Examples. • This strategy supports vocabulary fluency and deepens conceptual understanding. 2. Conjecture Pages with Justification Strategy: • Students will maintain "Conjecture Pages" in their ISNs to record mathematical predictions and support them with evidence and reasoning. • This promotes critical thinking, metacognition, and mathematical discourse. 3. Vocabulary Fluency Tools: • Teachers will implement sentence frames and starters to support structured oral and written responses. • Graphic organizers (e.g., Tree Maps) will be used to help students organize and connect vocabulary. • Visuals and hands-on materials will reinforce vocabulary and concept development. 4. Mindful Movement Integration: • Short, structured movement breaks will be embedded into math lessons to reduce anxiety and improve focus. • Research shows that mindful movement improves attention, executive function, and classroom engagement. Purpose: • Encourage students to think like mathematicians. • Promote critical thinking and reasoning. • Provide a space for reflection and growth. Measurable Outcomes: • By December, 100% of students will have completed at least 10 Frayer Model entries in their ISNs.. • By March, 85% of students will demonstrate improved use of academic vocabulary in math discussions and writing, as measured by a rubric. • By May, 80% of students will show growth in mathematical reasoning and justification, as evidenced by Conjecture Page entries and performance tasks. • Throughout the year, teachers will implement at least three vocabulary strategies (Frayer models, Tree Maps, sentence frames/starters, visuals) and document in lesson plans and PLC reflections. Implementation Timeline: To support vocabulary development and conceptual understanding in mathematics for grades 6–8, a structured, schoolwide implementation plan has been developed. This plan integrates evidence-based instructional strategies and professional learning to ensure consistency and impact across classrooms. Beginning in August, math teachers will introduce Frayer Models within Interactive Student Notebooks (ISNs) to help students explore and internalize key math

vocabulary. These models will include definitions, characteristics, examples, and non-examples, providing a comprehensive approach to vocabulary acquisition. Alongside this, students will begin building personal math dictionaries, updated throughout the year using vocabulary lists and anchor charts. Teachers will monitor progress through weekly notebook reviews. From September through May, students will also maintain “Conjecture Pages” in their ISNs, where they will record mathematical predictions and justify their thinking using sentence stems. This practice promotes reasoning and metacognition, with student samples and rubrics used for assessment. Weekly number talks will be facilitated using sentence starters to encourage mathematical discourse. Teachers will also incorporate visuals and hands-on materials—such as manipulatives, posters, and graphic organizers—to support vocabulary and concept development. To further structure student thinking, Tree Maps and other graphic organizers will be used regularly. Teachers will model vocabulary use and provide guided practice before students work independently, ensuring clarity and confidence. Professional learning will be provided in August and reinforced through PLCs, led by instructional coaches and administrators. These sessions will focus on vocabulary strategies and discourse tools, with implementation monitored through sign-in sheets and teacher feedback.

Action Step #2
Data-Driven Instruction and Student Reflection

Person Monitoring:
O'Mara

By When/Frequency:
Weekly, Monthly, Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Action: To ensure instruction is responsive and standards-aligned, the school will implement a three-tiered data tracking system that supports both teacher planning and student reflection: Tiered Monitoring System Weekly: -Track IXL completion with a Smart Score ≥ 80. -Teachers conduct at least three formative checks per week with documented feedback or reteach actions, aligning with our larger SIP goal of Formative Assessment with Specific Feedback Monthly: -Analyze student performance on B1G-M instructional tasks and quizzes. -Monitor attendance and behavior trends to identify barriers to learning. -Conduct Professional Learning Communities (PLCs) with “data chats” to review trends, plan cognitively complex tasks, and adjust instruction, with a focus on subgroup data. Quarterly: -Review FAST PM scores and overall math grades to evaluate progress toward the schoolwide goal of increasing math achievement from 58% to 63%. -Use item-level FAST data to identify gaps in vocabulary and reasoning, and adjust instructional strategies accordingly. Student Reflection and Ownership -Students will engage in biweekly progress reflections aligned to success criteria, setting personal goals and identifying next steps for improvement. -This supports our larger SIP goals of Standards-Based Data-Driven Planning and Formative Assessment with Specific Feedback, which emphasize student ownership of learning through data-informed reflection. Monitoring Metrics: -90% of students will complete biweekly reflections that demonstrate understanding of their progress and next steps. -100% of math teachers will maintain lesson plans that include data-aligned learning targets and documented formative assessments. Walkthrough data and student work analysis aligns as proof of concept in action. -Students receiving targeted interventions based on data will demonstrate a minimum of a learning gain on FAST Math PM3 compared to PM1.

Action Step #3
Enhancing Engagement and Focus through Mindful Movement

Person Monitoring:
O'Mara, Wolf, Bogdon (support)

By When/Frequency:
weekly, monthly, quarterly

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

In a middle school math classroom, fostering a team atmosphere combined with mindful movement strategies can significantly enhance student self-efficacy. Collaborative group work allows students to observe peers successfully engaging with mathematical concepts, which helps them internalize the belief that they, too, can succeed. This peer modeling is especially impactful during adolescence, a time when social learning is highly influential. Integrating mindful movement—such as brief, structured physical activities that promote focus and calm—further supports students by reducing anxiety and improving cognitive readiness for learning. These movement breaks help students reset emotionally and mentally, making them more receptive to collaboration and problem-solving. Within this supportive and active environment, students receive consistent encouragement and feedback from both peers and teachers, reinforcing their confidence and persistence. By promoting a culture of shared effort, resilience, and self-awareness, this approach empowers middle school students to take ownership of their learning and develop a strong belief in their mathematical abilities. 1. Promoting Academic Stamina • Goal Setting and Reflection – Teach students to set academic goals and reflect weekly. • Chunking and Time Management – Break tasks into parts and use timers to build focus. • Mindful Movement and Brain Breaks – Use short breaks to reset focus and re-engage students. • Positive Reinforcement and Self-Talk – Encourage affirmations and celebrate persistence. • Modeling and Think-Alouds – Demonstrate persistence and focus strategies. 2. Creating Student Choice • Choice Boards or Menus – Offer varied tasks aligned to the same objective. • Flexible Grouping – Let students choose how they collaborate. • Pacing Options – Provide flexible timelines and task order • Classroom Jobs or Roles – Let students choose roles to build responsibility. Purpose: - Improved focus and attention span - Increased independence and ownership - Development of decision-making skills - Boosted confidence and self-efficacy Timing: Throughout all four quarters, math teachers will incorporate 3–5 minute mindful movement breaks into their lessons. These brief activities—such as stretching, breathing exercises, or math-themed kinesthetic movements—are designed to reset student attention, reduce cognitive fatigue, and improve overall classroom behavior. The impact of these practices will be monitored through teacher logs, student surveys, and classroom observations. To ensure successful implementation, professional development will be provided during Quarter 1. Led by school administration, this training will equip teachers with the tools and confidence needed to integrate movement and mindfulness effectively into their instructional routines. Evidence of success will include PD attendance records and teacher feedback forms. Beginning in Quarter 2 and continuing through Quarter 4, students will also engage in goal setting and reflection related to their focus and learning in math. These reflective practices aim to build self-awareness and promote ownership of learning. Student journals and reflection sheets will serve as evidence of growth in these areas. Monitoring and Evidence: 1.) Teacher Logs & Observations • Teachers will maintain logs of movement integration and reflect on its impact during PLCs. • Admin will conduct classroom walkthroughs to observe implementation and student response. 2.) Student Feedback: • Collect student surveys quarterly to assess perceived impact on focus and engagement. 3.) Academic Impact Metric: • Students in classrooms consistently implementing mindful movement will demonstrate a reduction in off-task behavior incidents after a baseline measurement, as evidenced by experiential data gathered by a 3rd party using a tally modality (3rd party can be a peer teacher, ISD, or administrator). In addition, a minimum of a learning gain for each student in FAST Math PM3 scores compared to PM1, particularly in classrooms with high implementation fidelity.

Area of Focus #3

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

Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale

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.

Our current level of performance is: 86% proficiency, as evidenced by the 2025 Spring EOC Civics Assessment.
We expect our performance to be: 91% by the 2026 Spring EOC Assessment.

Measurable Outcome

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 gap is occurring because the benchmarks and their clarifications need better alignment with differentiated instruction in Civics classes. Additionally, formative data must be collaboratively reviewed to determine and address gaps in student knowledge. If teachers collaboratively plan student-centered, scaffolded exercises that reflect their students' performance on summative assessments, they will reach the depth of the benchmarks and benchmark clarifications in Civics and promote student learning gains and overall proficiency.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

This year, our focus will be on collaborative efforts between teachers and instructional specialists to assess and reflect on student achievement data from formal and informal assessments to identify areas of need and plan effective standards-based instruction.
We aim to ensure that the depth of the benchmarks and the learning needs of our students are considered during the collaborative gathering of class data, reflection of our practices, and planning of instruction based on student testing proficiency.
Additionally, we will emphasize more frequent and explicit spiraling review to help students build stronger connections between concepts, fostering a robust conceptual framework of the Civics content. To support this initiative, teachers will receive professional development aimed at meeting the instructional needs of all students.
We will regularly meet to analyze prior year testing data in ELA, synthesize student performance data to monitor our progress, and assess how well these instructional adjustments and professional development efforts are improving understanding and retention of key Civics concepts. By closely tracking this data, we can make informed decisions and implement timely interventions to further support student learning.
All social studies teachers will utilize systemic documents (GForce etc.) and choose the use of the interactive notebook to serve as a system of support for introducing or expanding learning with content.

Person responsible for monitoring outcome
Ija Hawthorne

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Instructional leaders will support teachers to analyze and utilize formative data to determine appropriate review/reteaching of content to meet the needs of each student. Aim to strengthen staff's capacity to use formative assessments to record scholar achievement levels and use this data to celebrate student success or provide immediate interventions before the EOC exam.

Rationale:
If teachers are capable of gathering and analyzing student data, reflecting on instructional practices, and intentionally preparing differentiated content-based instruction, then an increase in student achievement will occur.

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

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

Description of Intervention #2:

Rationale:

Tier of Evidence-based Intervention:

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

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Instructional leaders provide teachers opportunities to attend data-based professional development.

Person Monitoring:
Ija Hawthorne

By When/Frequency:
Ongoing, beginning at DWT in August

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Civics teachers participate in professional learning around instruction of the Civics and Government benchmarks, assessments, post-assessment data analysis, and planning for review and reteaching (DaRT Quarterly PD).

Action Step #2
Teachers will utilize assessment data to identify standards to review or remediate with their students during interventions/classroom instruction.

Person Monitoring:
Ija Hawthorne

By When/Frequency:
Weekly/bi-weekly collaborative planning sessions, daily evidence in the classroom

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Regularly assess (formally and informally) and utilize data to modify and adjust instruction. Teachers utilize ongoing formative assessment and use the information gained to adjust instruction, enrich and reteach, and provide research-based interventions. Teachers engage student with data conversations and involve them with the review/remediation process.

Area of Focus #4

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

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

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.

Morgan Fitzgerald Middle School has identified science proficiency as a key area of focus. Based on state assessment data, science proficiency increased from **49% in 2024** to **52.2% in 2025**. While this shows progress, the school aims to accelerate growth by addressing instructional gaps and enhancing teacher capacity.

This area was identified through analysis of subgroup performance:

- **ESE students:** 11.1% proficiency
- **ELL students:** 9.3% proficiency
- **Black subgroup:** 48.4% proficiency

These disparities highlight the need for targeted instructional strategies and improved use of formative data to close achievement gaps and support all learners.

Measurable Outcome

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

By the end of the 2025–2026 school year, the school aims to increase overall science proficiency from **52.2% to 60%**, with a focus on improving outcomes for ESE and ELL students by at least **5 percentage points** each.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Progress will be monitored through:

- Regular analysis of **unit assessments and formative data**
- **Data chats** during PLCs (Professional Learning Communities)
- **Walkthroughs and lesson plan reviews** to ensure alignment with standards
- Student artifacts, including formative assessments and interactive notebooks

Ongoing monitoring will allow for timely instructional adjustments and targeted interventions, directly impacting student achievement.

Person responsible for monitoring outcome

Dr. Dunlow

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Implementation of data-driven instruction using formative assessments and district-aligned resources to identify and address learning gaps.

Rationale:

This strategy empowers teachers to make informed instructional decisions, personalize learning, and ensure alignment with state standards.

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Action Step #1: Strengthen Teacher Use of Formative Data

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

Dr. Dunlow	Daily by teacher (student-facing); Weekly during PLC meetings and monthly data reviews by AP (teacher-facing)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
• Action Description: Teachers will receive professional development and ongoing coaching on how to analyze formative assessment data (e.g., exit tickets, quizzes, unit tests) to identify student misconceptions and learning gaps. During PLCs, teachers will collaboratively review data, adjust lesson plans, and group students for targeted instruction. ○ Monitoring Impact: ○ PLC agendas and minutes will document data discussions. ○ Student performance on common assessments will be tracked over time. ○ Walkthroughs will verify instructional adjustments based on data.

Action Step #2
Action Step #2: Enhance Staff and Student Capacity to Identify Critical Content

Person Monitoring:	**By When/Frequency:**
Dr. Dunlow	Monthly planning sessions and quarterly curriculum reviews

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
• Action: ○ Engage in unpacking science standards to identify essential content and skills. ○ Align lessons with district pacing guides and state-tested benchmarks. ○ Integrate interactive notebooks as a tool for students to: § Record and organize learning targets and critical content. § Create visual representations (e.g., diagrams, foldables, graphic organizers) of key concepts. § Reflect on learning through summary writing, exit tickets, and self-assessments. ○ Develop a shared resource bank of notebook templates, exemplars, and high-impact strategies aligned to standards. • Monitoring Impact: ○ Lesson Plans: Reviewed for alignment with standards and inclusion of interactive notebook components. ○ Student Work Samples: Notebooks will be reviewed for evidence of: § Accurate identification of critical content. § Use of scaffolding and visual cues. § Student reflections and revisions. ○ PLC Agendas/Minutes: Document collaborative planning and review of notebook strategies. ○ Walkthroughs: Focus on student engagement with notebooks and teacher modeling of critical content. Why Interactive Notebooks? • Aligned with the Marzano indicator “Identifying Critical Content”, interactive notebooks: ○ Help students identify and retain critical content. ○ Provide formative evidence of understanding. ○ Support differentiation and student ownership of learning. ○ Encourage metacognition through reflection and revision.

Action Step #3
Action Step #3: Internalize Lessons Before Delivery

Person Monitoring:	**By When/Frequency:**
Classroom Teachers (with support from Science Assistant Prinicipal)	Ongoing; minimum of one internalization session per unit

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Action Description: Teachers will engage in structured lesson internalization protocols to preview upcoming science content, anticipate student misconceptions, and rehearse instructional strategies. These protocols are designed to equip teachers with the tools to confidently deliver rigorous, inquiry-based instruction that promotes analysis, reasoning, and real-world application—hallmarks of cognitively complex tasks. Monitoring Impact: -Internalization logs and planning templates will be submitted to document alignment with complex task design and instructional intent. -Peer observations and feedback cycles will focus on the implementation of strategies that support student

reasoning and inquiry. -Student engagement and understanding will be monitored through at least three weekly formative checks, with feedback used to adjust instruction. -90% of student interactive notebooks will include documented reasoning, revisions, or conclusions tied to inquiry-based tasks, capturing their thinking, missteps, and breakthroughs.

Area of Focus #5

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

Graduation/Acceleration specifically relating to Acceleration

Area of Focus Description and Rationale

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.

Description:

This area of focus centers on increasing student success in Industry Certification programs by implementing a multi-tiered system of support that includes data-driven monitoring, personalized feedback, student self-tracking, and motivational strategies. The intervention is designed to ensure that all students engage in cognitively complex tasks aligned with certification standards and receive timely, actionable feedback to support their growth.

Impact on Student Learning:

By embedding structured supports and recognition systems, students are more likely to remain engaged, track their own progress, and meet certification benchmarks. The intervention promotes academic ownership, enhances career readiness, and fosters a growth mindset through reflection and goal setting. Additionally, it strengthens family engagement and builds leadership capacity among students through peer mentoring.

Rationale:

This focus was identified as a critical need based on prior year data, which revealed:

- Low pass rates on Industry Certification exams, particularly among Tier 2 and Tier 3 students.
- Inconsistent student engagement with certification content and limited use of formative assessment data to drive instruction.
- A lack of structured systems for recognizing student growth and achievement, which impacted motivation and retention.

The intervention aligns with our larger SIP goals and addresses gaps in equity and access by

ensuring all students receive the support needed to succeed in certification pathways.

Measurable Outcome

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.

NEED TO PUT THIS IN HERE FOR 24-25

The goal for 25-26 is that 50% of students who are enrolled in CTAE/CAPE certification courses take and pass the related industry certification.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

This Area of Focus will be monitored by the metrics in each action step.

Person responsible for monitoring outcome

Ija Hawthorne/Amanda O'Mara

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Targeted Support for Industry Certification Success This intervention supports students pursuing Industry Certification by combining data-driven monitoring, personalized feedback, student self-tracking, and motivational strategies to ensure all learners are engaged in cognitively complex tasks and receive timely, actionable feedback.

Rationale:

Industry Certification programs offer students valuable opportunities to gain real-world skills and credentials that enhance college and career readiness. However, data from the previous academic year revealed significant disparities in certification outcomes, particularly among Tier 2 and Tier 3 students. Many students struggled to meet certification benchmarks due to inconsistent engagement, limited feedback, and a lack of structured support systems. This intervention was developed in direct response to those findings. By integrating data-driven monitoring, personalized feedback, student self-tracking, and motivational strategies, the initiative addresses both academic and motivational barriers to success. These components ensure that all students—regardless of their starting point—are actively engaged in rigorous, standards-aligned tasks and receive timely, actionable feedback that supports continuous growth. The rationale for this approach is grounded in research and best practices that emphasize the importance of formative assessment, student agency, and recognition in driving achievement. By empowering students to track their own progress, reflect on feedback, and celebrate milestones, the intervention fosters a culture of ownership, resilience, and high expectations. Furthermore, the inclusion of family communication and peer mentoring strengthens the support network around each learner, making success more attainable and

sustainable.

Tier of Evidence-based Intervention:
Tier 3 – Promising Evidence

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

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Action Step #1: Data-Driven Monitoring and Targeted Outreach

Person Monitoring:
CTAE Team Lead

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
• Description & Monitoring Impact: Teachers will track student progress using formative assessments aligned to Industry Certification standards. Students not meeting benchmarks will receive targeted outreach, including one-on-one coaching and scaffolded support. Student Tracking Component: • Students will maintain a certification progress log in their interactive notebooks, updated weekly with assessment scores, goals, and reflections. Metrics: • 100% of students maintain a weekly progress log. • 90% show growth on biweekly formative assessments. Outreach logs maintained for all Tier 2/3 students.

Action Step #2
Action Step #2: Personalized Feedback and Family Communication

Person Monitoring:
Hawthorne, O'Mara

By When/Frequency:
Quarterly (emails), Biweekly (calls for Tier 2/3 students)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
• Description & Monitoring Impact: Teachers will provide students and families with specific, actionable feedback based on formative assessments. Communication will include progress updates, areas for growth, and next steps. Student Tracking Component: • Students will complete biweekly reflection entries in their notebooks, summarizing feedback received and setting short-term goals. Metrics: • 100% of families receive quarterly progress emails. • 100% of Tier 2/3 students receive biweekly phone calls. • 90% of students complete biweekly reflection entries.

Action Step #3
Action Step #3: Incentives and Recognition for Mastery

Person Monitoring:
CTAE Team Lead

By When/Frequency:
End of each certification cycle (s1/s2)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
• Description & Monitoring Impact: Students who pass the Industry Certification Exam or demonstrate significant growth will be recognized through a tiered incentive system. Recognition Tiers: • Tier 1: Certification Achievers ○ Certificate of Achievement ○ School-wide announcement ○ Invitation to a celebratory luncheon • Tier 2: Growth Champions ○ Growth badge ○ Recognition board feature ○

Classroom celebration • Tier 3: Peer Mentors ○ Leadership certificate ○ Peer mentor lanyard ○ Recognition at school assembly Student Tracking Component: • Students will maintain a recognition tracker in their notebooks, documenting milestones, rewards earned, and peer mentoring contributions. Metrics: • 100% of students who pass certification are recognized. • 50% of students enrolled in a certification class test and earn certification • 90% of students who show growth receive Tier 2 recognition. • At least 10% of certified students participate as peer mentors. Field Trip Incentives: Students who meet certification goals or demonstrate exceptional growth will be eligible for educational field trips that connect their learning to industry and innovation. Proposed destinations include: • Pinellas County: • St. Petersburg College Innovation Lab – hands-on experience with 3D printing, robotics, and digital design • Honeywell Aerospace – exposure to careers in aerospace • Great Explorations Children's Museum (for 8th grade peer mentors to lead STEM activities with younger students) • Hillsborough County: • MOSI (Museum of Science & Industry) – interactive exhibits on engineering, coding, and space science • Amalie Arena Tech Tour – behind-the-scenes look at event technology and operations • Port Tampa Bay – exploration of logistics, maritime careers, and global trade Student Tracking Component: • Students will maintain a recognition and experience log in their interactive notebooks, documenting milestones, rewards earned, and reflections on field trip experiences and how they connect to their certification goals. Metrics: • 100% of students who pass certification are recognized. • 90% of students who show growth receive Tier 2 recognition. • At least 10% of certified students participate as peer mentors. • 100% of field trip participants complete a post-visit reflection tied to certification and career readiness standards.

IV. Positive Learning 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.

Morgan Fitzgerald Middle School has identified chronic absenteeism as a significant barrier to student achievement. Monthly attendance data from 2022 to 2024 shows a consistent pattern of high absenteeism, with a substantial number of students missing more than 10%—and in many cases, more than 20%—of school days. This trend is especially pronounced during the months of January through March. Chronic absenteeism impacts academic performance, engagement, and long-term success, making it a critical area for intervention.

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 percentage of students with chronic absenteeism (defined as missing more than 10% of school days) from the current rate to below 10% by the end of the 2025–26 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.

Attendance will be monitored monthly using the district's attendance dashboard. The Attendance Team will meet biweekly to review data, identify at-risk students, and implement tiered interventions. Progress will be shared with staff and families through newsletters and SAC meetings.

Person responsible for monitoring outcome

Christine Dunlow

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The school will implement a multi-tiered system of support to address chronic absenteeism. This includes early identification of at-risk students, increased parental engagement, incentive programs, and targeted interventions during peak absenteeism months.

Rationale:

Research shows that consistent attendance is directly linked to academic success. By addressing the root causes of absenteeism and providing timely, targeted support, schools can significantly improve student outcomes.

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Strengthening Student Attendance Through Early Intervention, Engagement, and Incentives

Person Monitoring:

Christine Dunlow

By When/Frequency:

See description for detailed frequency

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

Action Steps to Implement: 1.) Early Identification and Support -Use real-time data to flag students approaching chronic absenteeism thresholds. -Assign mentors or counselors to provide personalized support. -Person Monitoring: Attendance Team -Frequency: Biweekly 2.) Parental Engagement -Increase communication with families about the impact of attendance on learning. -Host attendance-focused family workshops and provide resources for overcoming barriers. -Person Monitoring: Christine Dunlow -Frequency: Monthly 3.) Incentive Programs -Implement monthly and quarterly

attendance recognition programs. -Offer classroom and school-wide incentives for improved attendance. -Person Monitoring: Attendance Team -Frequency: Ongoing 4.) Targeted Interventions During Peak Months -Launch attendance campaigns in January–March to address seasonal dips. -Collaborate with community partners to provide transportation or health-related support. -Person Monitoring: Christine Dunlow -Frequency: Quarterly

Area of Focus #2

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.

The primary area of focus for our PBIS program is ensuring that 80% or more of the staff effectively implement PBIS strategies and restorative practices. This includes consistent application of positive behavior interventions and supports, implementation of restorative circles and practices, as well as regular monitoring and feedback. Additionally, our goal is to have 80% of students participate in the monthly PBIS celebrations, fostering a positive and inclusive school culture. By achieving these targets, we aim to decrease behavior infractions by 20% each quarter, leading to a more orderly and conducive learning environment. By evidence of MTSS bi-weekly meetings

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.

- PBIS Monitoring Tool Scores: A 25% increase in the overall score, achieving at least 80% engagement from students and staff.
- Survey Results: Authentic feedback from 80% or more of students and staff regarding PBIS practices and school climate.
- Disciplinary Data: A measurable reduction in disciplinary incidents, indicating improved behavior and adherence to PBIS standards.
- Classroom Observation Data: Consistent and effective implementation of PBIS strategies in 80% or more of classrooms, as observed during walkthroughs.
- Attendance Rates: Improved attendance rates, reflecting a more positive school environment.

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.

To monitor the focus area, we will utilize the district climate and culture walkthrough which uses the PBIS implementation monitoring tool. We aim to increase the overall score by 25%, ensuring that at 80% of students and staff actively engage with PBIS. Additional monitoring methods will include

regular surveys to gather feedback, analysis of disciplinary data to identify trends, and frequent classroom observations to assess PBIS implementation.

Person responsible for monitoring outcome
Leah Donnelly

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
This evidence-based intervention focuses on increasing staff usage of PBIS in their individual classrooms by providing tailored professional development and resources to help them adapt the system to their unique classroom cultures. Additionally, it aims to boost student buy-in for monthly academic and behavior celebrations through engaging and inclusive activities that recognize and reward positive behavior. By fostering a positive school culture that builds student confidence and strengthens rapport with staff, along with the implementation of restorative practices school-wide to address conflicts and repair relationships, this intervention is expected to decrease behavior infractions by 20%, creating a more supportive and productive learning environment.

Rationale:
The rationale for this intervention is grounded in the belief that personalized implementation of PBIS, combined with restorative practices, will empower teachers to create a positive and consistent classroom environment that aligns with their unique teaching styles and classroom cultures. By increasing student engagement in monthly academic and behavior celebrations and incorporating restorative practices to address conflicts and repair relationships, we aim to enhance students investment in the school community and recognize their achievements, thus promoting positive behavior. This approach not only builds student confidence and strengthens relationships with staff but also contributes to a positive school culture. Ultimately, these efforts are expected to decrease behavior infractions by 20%, fostering a more conducive and supportive learning environment.

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Monthly Celebration Planning Committee

Person Monitoring:
Leah Donelly

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Staff will form a planning committee to design and organize monthly academic and behavior

celebrations. This committee will focus on creating engaging, inclusive, and student-centered activities that highlight and reward positive behavior, thereby increasing student buy-in and participation in the celebrations.

Action Step #2
Fidelity of Implementation of PBIS and Restorative Practices

Person Monitoring:
All Administrators

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The administrative team will establish a monitoring and support system to regularly observe and provide feedback on the use of both restorative practices and PBIS in classrooms. This will include scheduled classroom visits, follow-up meetings with teachers to discuss observations, and offering ongoing coaching to ensure consistent and effective implementation of restorative practices and PBIS school-wide

Action Step #3
PBIS Training Sessions

Person Monitoring:
Leah Donnelly

By When/Frequency:
Each Semester

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Staff will participate in personalized PBIS training sessions that provide strategies and tools to adapt PBIS practices to their individual classroom cultures. These sessions will include collaborative workshops, peer observations, and feedback opportunities to ensure teachers can effectively integrate PBIS into their daily routines.

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 20 U.S.C. § 6314(b) (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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

We will maintain communication about our SIP/SWP through the following:
• Hosting the Biannual Title 1 Meeting

Teachers and other staff members will support parents' understanding curriculum, forms and assessments used to measure progress and expected achievement through the following:
• School Compact
• Data Chats
• Focus/Parent Portal
• Canvas
• Parent Conferences
• School Messenger weekly messages
• School Newsletter

Parents will be included in data sharing and the formulation of suggestions and decision making through the following:
• IEP/504 Meetings
• Parent Surveys
• Participation in SAC to review the School Improvement Plan (SIP), Parent and Family Engagement Plan (PFEP), and school Compact. • If the school-wide plan is not satisfactory to parents, feedback will be presented at the SAC meeting for discussion, review, and updated as needed.
• Our website, https://www.pcsb.org/fitzgerald-ms

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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

The school's Family Engagement Plan is at our website, https://www.pcsb.org/fitzgerald-ms.
The priority strategy is the quarterly events calendar.

Quarterly Events Calendar

1. October – "Spooktacular Science & Data Night"
a. Title I Annual Meeting + Trunk-or-Treat
b. FAST PM1 data chats
c. STEAM activities on scientific inquiry
d. Spanish and Portuguese translation available

2. January – "Game Plan for Growth"
a. Athletic Banquet + FAST PM2 Data Café
b. AVID-led study skills workshops
c. Parent-led breakout sessions on academic support at home

3. March – "Show What You Know" Talent & Prep Night
a. Student talent show
b. FAST PM3 prep games and take-home workbooks
c. Parent-student goal setting stations

4. May – "Spring Showcase & Success Night"
a. Art Show + Spring Concert
b. "Know Before You Go" FAST prep
c. Family goal-setting and resource distribution

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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section

1114(b)(7)(A)(ii)).

We will strengthen data-driven instruction across all classrooms by increasing the use of student performance data in instructional planning, establishing structured data review processes in all PLCs, and improving the effectiveness of small group instruction and the Extended Learning Program (ELP). We will utilize PLCS to review student performance data monthly and work collaboratively to adjust lesson plans as needed. To further support student growth and extend learning opportunities beyond the traditional classroom, we will develop a large and robust Extended Learning Program utilizing data discussed during PLCs**.** Through ELP, students will engage in a blend of targeted small group intervention, grade-level content tutoring, and academic counseling. The program will be aligned with and include all core academic areas to ensure comprehensive support and acceleration. By completing this work our goal is that 90% of students in small groups/ELP will show measurable growth, and 90% of teachers will report improved personalization of instruction.

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

ESOL-

Morgan Fitzgerald Middle School will ensure the unique needs of ESOL students are being met by the following strategies:

1. Ensuring high-quality, standards-based and culturally responsive educational programs for ESOL students and families that is based on data.
2. Provide professional development for all educators working with ESOL students.
3. Providing information to families in their native language and translators at Title 1 events to the extent possible.

IDEA (ESE)-

Morgan Fitzgerald Middle School will conduct meetings with parents and our ESE team to discuss policies and procedures for ESE students, as well as, the specific learning needs and expectations for ESE students.

Title II (Professional Learning dept.)-

Morgan Fitzgerald Middle School will take advantage of any support provided by the district in regards professional learning. Additionally, monitoring data to support and conduct professional development will be a priority.

Community partners:

We have established valuable community partnerships with the Minnereg Veterans Association, the Central Pinellas Chamber of Commerce, and Honeywell, which are instrumental in supporting our mission to increase student attendance through enhanced engagement. The Minnereg Veterans Association collaborates with us on initiatives that foster civic responsibility and inspire students by connecting them with local veterans, making learning more relevant and engaging. The Central Pinellas Chamber of Commerce contributes by providing mentorship opportunities and facilitating real-world learning experiences for our students, helping them see the practical applications of their education. Honeywell supports us through donations, volunteer opportunities, and educational resources that enhance classroom learning and extracurricular activities, further motivating students to attend and participate. Together, these partnerships create a stronger connection between our school and the broader community, helping to increase student engagement and attendance by demonstrating the real-world value of education.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Fitzgerald Middle School supports students' development beyond academics through:

- Counseling and Mental Health Services: The SIP emphasizes a positive and safe learning environment, with structures like PLCs, SBLT, and SAC meetings that monitor student well-being and academic progress. While not explicitly detailed in the SIP, Title I schools typically integrate school counselors and mental health professionals to support emotional and behavioral needs.

- Mentoring and Specialized Support:

    - Peer mentoring is embedded in the Industry Certification program, where certified students mentor peers.
    - Recognition systems and goal-setting activities promote self-efficacy and resilience.
    - Interactive notebooks and reflection logs help students track personal growth and academic progress.

- Family and Community Engagement:

    - Quarterly events like "Spooktacular Science & Data Night" and "Game Plan for Growth" foster family involvement.
    - Parent conferences, newsletters, and SAC meetings ensure ongoing communication and support.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

Fitzgerald Middle School prepares students for future success through:

1.) Career and Technical Education (CTE):
- The school offers Industry Certification programs with a goal that 50% of enrolled students pass certification exams.
- Students maintain progress logs, receive personalized feedback, and participate in goal-setting to build career readiness.

2.) Workforce Exposure:
- Field trips to places like St. Petersburg College Innovation Lab, Honeywell Aerospace, and Port Tampa Bay connect students with real-world careers.
- These experiences are tied to certification goals and include post-visit reflections to reinforce learning.

3.) Student Leadership and Motivation:
- Recognition tiers (e.g., Growth Champions, Peer Mentors) promote leadership and engagement.
- Students who demonstrate mastery or growth are celebrated through luncheons, announcements, and leadership roles.

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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

The school implements a tiered model of support to address behavior and intervene early:

- Early Warning Systems (EWS):
  - The SIP tracks indicators like chronic absenteeism, suspensions, and Level 1 performance in ELA and Math.
  - In 2025–26, 206 students were chronically absent, and 185 scored Level 1 in ELA, prompting targeted interventions.

- Tiered Interventions:
  - Extended Learning Programs (ELP) offer morning, afternoon, and Saturday tutoring, especially in areas with high ESSA subgroup concentrations.
  - Instructional Staff Developers (Math Interventionist, Reading Interventionist) provide targeted support to students with disabilities and other subgroups.

- Behavioral Supports:
    - Mindful movement strategies and goal-setting routines are integrated into instruction to reduce off-task behavior and support emotional regulation.
    - Data tracking and reflection logs help students monitor their behavior and academic progress.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Fitzgerald Middle School invests in professional development to improve instruction and data use:

- Intervention
    - Full-time Math and Reading Interventionists support teachers in delivering differentiated, standards-aligned instruction.

- Data-Driven Planning:
    - Teachers engage in weekly PLCs, quarterly data reviews, and lesson internalization protocols to refine instruction.
    - Peer observations and feedback cycles promote reflective practice and instructional growth.

- Recruitment and Retention:
    - Stipend-funded visits allow effective educators to observe high-performing peers, especially those successful with ESSA subgroups.
    - Professional development is aligned with benchmark standards and includes training on formative assessment and instructional clarity.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

N/A

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

Our administrative team, teacher leaders, and SAC have analyzed the state data to determine the best way to allocate school improvement funding and Title I funding in an effort to build capacity and improve student achievement for all students. We will continue to monitor progress towards these goals in our PLC's, ILT meetings, SAC Meetings, and through monthly school-based leadership team meetings to monitor tiered data.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

We will strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum in the following ways: 1.) Quarterly Family Fun Nights (family activities combined with student data dive) after PM1 and PM2, and in the interim to provide ways families can extend learning into the home. 2.) ELP (Extended Learning Program) available in both mornings and afternoons all year long 3.) Saturday tutoring opportunities available both on-site and off-site, clustered in areas where ESSA subgroups are highly concentrated to ameliorate transportation barriers 4.) Stipend-funded visits for effective educators to visit other data-backed effective teachers at other schools, with preference given to those who are proven effective with ESSA subgroups. In addition, we have utilized Title I resources to have the following Instructional Staff Developers; Full-time Math Coach and Full-time Reading interventionist. These Instructional Staff Developers work with our teachers and scholars to ensure all subgroups are supported to increase academic growth.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	**No**

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