JOSEPH L. CARWISE 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

The Mission of Carwise Middle School is to educate and prepare each student for high school, college, career, and life.

Provide the school's vision statement

Carwise Middle School's vision is 100% student 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
Chad Eiben

eibenc@pcsb.org

Position Title
Principal

Job Duties and Responsibilities

Ultimately responsible for all school decisions regarding school improvement and management. Receives feedback and input from teachers and the leadership team and sets a course for school improvement. Oversees Science Department and science teachers observations and evaluations. Provides feedback to teachers and school leaders concerning best practices. With the team, collaboratively uses data from state and district assessments and reports to help plan and implement professional development for school improvement.

Leadership Team Member #2

Employee's Name
Asimina Patton

pattona@pcsb.org

Position Title
Assistant Principal

Job Duties and Responsibilities

 Oversees 8th grade discipline, language arts and reading departments, and language arts and reading teacher observations and evaluations. Responsible for bringing feedback and input from respective teachers to the leadership team. Provides feedback to teachers concerning best teaching practices. With the team, collaboratively uses data from state and district assessments and reports to help plan and implement professional development for school improvement.

Leadership Team Member #3

Employee's Name
Tanya Florio

floriot@pcsb.org

Position Title
Assistant Principal

Job Duties and Responsibilities

Oversees 6th grade discipline, social studies department, and social studies observations and evaluations. Responsible for bringing feedback and input from respective teachers to the leadership team. Provides feedback to teachers concerning best teaching practices. With the team, collaboratively uses data from state and district assessments and reports to help plan and implement professional development for school improvement.

Leadership Team Member #4

Employee's Name
Laura Mudd

muddl@pcbs.org

Position Title
Assistant Principal

Job Duties and Responsibilities

Oversees 7th grade discipline, math and ESE departments, and math and ESE teacher observations and evaluations. Responsible for bringing feedback and input from respective teachers to the leadership team. Provides feedback to teachers concerning best teaching practices. With the team, collaboratively uses data from state and district assessments and reports to help plan and implement professional development for school improvement.

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.

Carwise Middle has a School Advisory Council (SAC) that meets monthly. This team includes school staff, parents, and community members. The SAC reviews and provides input regarding the School Improvement Plan.

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)).

Carwise Middle in continuously monitoring student data (grades, discipline, attendance, test scores, etc.). We use this data to make needed changes to instructional practices.

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	**NO**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**58.3%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**N/A**
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: A** **2022-23: A** **2021-22: B** **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	0	0	0	0	0	0	320	262	283	865
Absent 10% or more school days	0	0	0	0	0	0	55	42	49	146
One or more suspensions	0	0	0	0	0	0	3	13	10	26
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	4	4	3	11
Course failure in Math	0	0	0	0	0	0	8	5	2	15
Level 1 on statewide ELA assessment	0	0	0	0	0	46	26	38	0	110
Level 1 on statewide Math assessment	0	0	0	0	0	0	33	18	19	70
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	0	0	0	0	0	0	0	0	0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0	0	0	0	0	0	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	0	0	0	0	0	0	17	23	28	68

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	0	0	0	0	0	0				0
Students retained two or more times	0	0	0	0	0	0	1	0	0	1

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							39	54	60	153
One or more suspensions							3	16	25	44
Course failure in English Language Arts (ELA)							3	10	13	26
Course failure in Math							7	10	40	57
Level 1 on statewide ELA assessment							32	42	41	115
Level 1 on statewide Math assessment							20	29	12	61
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	[]	[]	[]	[]	[]	[]	[]	[]	[]	0

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	[]	[]	[]	[]	[]	[]	[]	[]	[]	0
Students retained two or more times	[]	[]	[]	[]	[]	[]	[]	[]	[]	0

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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*	73	60	58	65	55	53	59	49	49
Grade 3 ELA Achievement			27			21			
ELA Learning Gains	62	59	59	61	58	56			
ELA Lowest 25th Percentile	53	52	52	56	53	50			
Math Achievement*	76	65	63	77	61	60	74	58	56
Math Learning Gains	61	60	62	67	61	62			
Math Lowest 25th Percentile	64	59	57	70	59	60			
Science Achievement	61	59	54	51	52	51	57	48	49
Social Studies Achievement*	85	79	73	76	75	70	71	69	68
Graduation Rate									
Middle School Acceleration	83	84	77	84	80	74	83	77	73
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	73	49	53	73	44	49	56	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)	N/A
OVERALL FPPI – All Students	69%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	691
Total Components for the FPPI	10
Percent Tested	97%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
69%	68%	67%	58%	56%		64%

* 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	45%	No		
English Language Learners	64%	No		
Asian Students	86%	No		
Black/African American Students	54%	No		
Hispanic Students	68%	No		
Multiracial Students	78%	No		
White Students	70%	No		
Economically Disadvantaged Students	64%	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	73%		62%	53%	76%	61%	64%	61%	85%	83%			73%
Students With Disabilities	38%		47%	43%	39%	46%	43%	26%	57%	62%			
English Language Learners	61%		64%	49%	81%	64%	59%	23%	77%	88%			73%
Asian Students	90%		76%		91%	67%	80%	80%	100%	95%			
Black/African American Students	53%		46%	45%	49%	57%	62%	33%	81%	60%			
Hispanic Students	74%		72%	60%	75%	56%	64%	63%	85%	77%			54%
Multiracial Students	76%		56%		85%	66%			87%	100%			
White Students	73%		60%	52%	78%	62%	64%	60%	84%	83%			80%
Economically Disadvantaged Students	63%		57%	50%	69%	61%	65%	46%	77%	76%			79%

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	65%		61%	56%	77%	67%	70%	51%	76%	84%	73%		
Students With Disabilities	24%		45%	50%	40%	51%	53%	19%	46%	56%			
English Language Learners	33%		57%	55%	69%	80%	80%	12%	67%	73%			
Asian Students	88%		75%		96%	87%			100%				
Black/African American Students	39%		47%	50%	42%	47%	52%	29%	76%	83%			
Hispanic Students	58%		59%	51%	75%	72%	73%	50%	71%	89%			81%
Multiracial Students	71%		70%	69%	78%	73%		59%	82%	74%			
White Students	68%		62%	56%	80%	66%	72%	53%	76%	83%			67%
Economically Disadvantaged Students	55%		58%	56%	69%	65%	70%	37%	71%	78%			67%

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	59%				74%			57%	71%	83%			56%
Students With Disabilities	20%				41%			26%	46%	73%			
English Language Learners	37%				63%			52%	40%	91%			55%
Asian Students	64%				76%			53%		88%			
Black/African American Students	36%				46%			30%	54%				
Hispanic Students	57%				68%			51%	67%	84%			57%
Multiracial Students	62%				81%			64%	70%	85%			
White Students	61%				78%			60%	73%	83%			
Economically Disadvantaged Students	49%				65%			48%	66%	79%			54%

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	73%	61%	12%	60%	13%
ELA	7	75%	59%	16%	57%	18%
ELA	8	70%	59%	11%	55%	15%
Math	6	73%	63%	10%	60%	13%
Math	7	44%	33%	11%	50%	-6%
Math	8	80%	64%	16%	57%	23%
Science	8	61%	58%	3%	49%	12%
Civics		87%	78%	9%	71%	16%
Algebra		84%	59%	25%	54%	30%
Geometry		96%	53%	43%	54%	42%

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 greatest improvement for test scores for Carwise Middle School for the 2024-2025 school year was in the area of social studies. Our Social studies scores increased by 13%. We believe the increase may have been due to the focus in PLC's on literacy and historical thinking skills. The usage of text dependent questions, grade appropriate complex tests and using performance tasks aligned to the standards also helped the increase in the test scores.

Lowest Performance

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

Our lowest performance in test scores for the 2024-2025 school year was in the area of science. 61% of our students passed, which is an increase from the 2023-2024 school year of only 51%, however it is still our lowest performance. The problem/gap occurs because instructional planning and implementation for student learning is not explicitly focused on developing and implementing lessons that are aligned to the correct depth and scope of standards and releasing the work to the students, so the students have more time to practice and respond.

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 in test scores for Carwise Middle School for 2024-2025 was in the area of Math. We dropped 1%, from 77% to 76%. The contributing factor to the decline is that teachers did not have rigorous performance tasks aligned to the BEST benchmarks.

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.

Carwise Middle did not have any negative gaps (scores below state averages).

EWS Areas of Concern

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

The biggest area of concern for Carwise Middle is the number of students that we have with two or more early warning indicators in the 8th grade class.

Highest Priorities

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

1. Teacher Clarity
2. Direct Instruction
3. Feedback
4. Teaming

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 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.

Our current level of performance is 61% proficiency, as evidenced by the 2023-2024 data. We expect our performance to be 68% proficiency by May 2026. The problem/gap is occurring because instructional planning and implementation for student centered learning is not explicitly focused on developing and delivering lessons that are aligned to the correct depth and scope of the standards. If collaborative planning focused on developing and delivering lessons within the correct depth and scope of the standard that include opportunities for students to practice their higher order thinking and scientific skills would occur, student achievement will increase by 7%.

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 percent of 8th grade students achieving science proficiency will increase from 61% to 68%, as measured by the 8th grade Statewide Science Assessment in May of 2026.

Monitoring

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

Monitoring will take place using routine and continuous formative and summative assessments created by teachers and/or districts. Teachers will collaborate with administrators in PLC's to review data following cycle assessments and use common PLC's to plan and remediate based off of data.

Person responsible for monitoring outcome
Chad Eiben

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:
Improve teacher intentionality with setting the purpose for critical content learning. Strengthen teacher ability to utilize formative data from unit assessments to determine gaps in knowledge and opportunities for increased student understanding. Enhance staff capacity to identify critical content from the Standards in alignment with the district and state resources.

Rationale:
These strategies were selected based on the need for more complex tasks in the science classroom. By utilizing the inquiry and literacy strategies, we will address the use of complex text to help prepare our students for the FAST and Science SSA.

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
Intentional Planning

Person Monitoring:	**By When/Frequency:**
Chad Eiben	Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will utilize systematic documents to effectively plan for lessons that incorporate rigorous performance tasks, reading analysis, and SSA style practice questions aligned to and within the scope of the standards. Teachers are planning for infographic analysis, data tables, graphs. Teachers are using formative assessment to check for understanding and provide immediate feedback for students.

Action Step #2
PLC's

Person Monitoring:	**By When/Frequency:**
Chad Eiben	Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
We will conduct regular Professional Learning Communities (PLC's) inclusive of data chats to review formative assessments, including teacher assessments and district cycle tests, and utilize the data in planning for differentiated tasks which meet the individualized needs of the students based off of feedback received from the classroom.

Action Step #3
Pacing Guides and Resources

Person Monitoring:	**By When/Frequency:**
Chad Eiben	ongoing

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

Implement intentional integration of literacy and writing in science including the use of grade-appropriate complex texts utilized for close and critical reading strategies and processed using text dependent questions. Teachers are utilizing the resources in the middle school SharePoint folder- including graph of the week and remediation activities across all grade levels.

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.

Our current level of performance is 76% as evidence by the 2025 Math FAST assessment. We expect our performance to be 80% by May 2026. The problem/gap is occurring because students are not cognitively engaged with the content through learning activities that promote problem solving, critical thinking, and academic discourse. If instruction cognitively engages students in benchmark-aligned learning activities where students are required to solve problems, think critically, and have academic discourse with their peers and teacher, student achievement would increase by 4%.

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' achievement in mathematics will increase from 76% to 80%, as measured by the 2025-2026 FAST PM 3.

Monitoring

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

Monitoring will take place using routine and continuous formative and summative assessments created by teachers and/or district. Teachers will collaborate with administrators in PLC's to review data following cycle assessments and use common PLC's to plan and remediate based off of data.

Person responsible for monitoring outcome

Laura Mudd

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:
Teachers adapt and drive their daily instruction based on checks for understanding (exit tickets, stop and thinks, whiteboards, think, pair, share). Teachers will cultivate a discussion rich environment that enables a safe space for students and teachers to discus, collaborate, and analyze math concepts together.

Rationale:
These strategies were selected based off of FAST data and teacher formative assessment data. Teachers will work on connecting prior knowledge and make connections to real-world applications to help students interact with critical content in an authentic manner.

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
Professional Learning

Person Monitoring:	**By When/Frequency:**
Laura Mudd	ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Mathematics teachers participate in professional learning opportunities around implementation of the B.E.S.T standards, the Mathematical Thinking and Reasoning Standards, and Benchmark Achievement Level Descriptors.

Action Step #2
PLC's

Person Monitoring:	**By When/Frequency:**
Laura Mudd	ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Conduct regular, monthly, Professional Learning Communities (PLC's) inclusive of 'data chats' to review student data to identify and plan for cognitively engaging learning activities, including remediation activities. Data can come from the FAST assessments, iXL, instructional assessments, and/or teacher and district formal and informal assessments.

Action Step #3
Intentional Planning

Person Monitoring:	**By When/Frequency:**
Laura Mudd	Ongoing

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

Teachers utilize systemic documents (adopted curriculum, pacing guides) to effectively plan for mathematics units that incorporate the Mathematical Thinking and Reasoning Standards, and rigorous performance tasks aligned to the B.E.S.T Benchmarks for Mathematics and the Achievement Level Descriptors. Teachers plan and provide students with cognitively engaging learning activities that require students to solve problems, think critically, and have academic discourse with their peers and teachers.

Area of Focus #3

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.

Our current level of performance is 73% of our students are proficient on the 2025 FAST ELA assessment. We expect our performance level to increase to 77% by May 2026. The problem/gap is occurring because students are not consistently being released to read and respond to appropriate grade-level, benchmark aligned tasks. If teachers identify critical content and intentionally plan explicit benchmark-aligned instruction and allow students ample time to engage in meaningful, rigorous tasks with eyes on text, an increase in student achievement of 4% will occur.

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 percent of all students achieving ELA proficiency will increase from 73% to 77%, as measured by Spring 2026 Progress Monitoring assessment.

Monitoring

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

Monitoring will take place using routine and continuous formative and summative assessments created by teachers and/or district. Teachers will collaborate with administrators in PLC's to review data following cycle assessments and use common PLC's to plan and remediate based off of data.

Person responsible for monitoring outcome
Asimina Patton

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:
Enhance staff capacity to identify content from the BEST benchmarks that will create opportunities for collaboration around higher order thinking questions and allow students to enter a productive struggle during each lesson. Strengthen teacher clarity so that teachers understand and plan for the "what" (benchmark demands), the "why" (marking learning relevant and meaningful to students), and the "how" (steps to master the success criteria).

Rationale:
Build staff capacity to identify relevant BEST Benchmarks and develop questions aligned with the depth of the standards, while promoting student collaboration during various lessons.

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
Professional Learning

Person Monitoring:	**By When/Frequency:**
Asimina Patton	Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
ELA and Reading teachers receive professional learning and coaching around instruction using BEST Benchmarks and district curriculum resources to provide all students with consistent opportunities to engage in complex, grade-level content, knowledge-building, and tasks aligned to the rigor of the standard/benchmark.

Action Step #2
PLC's

Person Monitoring:	**By When/Frequency:**
Asimina Patton	ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
PLC's will be structured so that teachers regularly engage in data/student work analysis as well as intellectual preparation, completing student tasks (i.e. close reading texts, answering teacher-posed questions, annotating texts), and lesson rehearsal including planning for scaffolds that address gaps, or potential misconceptions, in student learning. After PM 1 test, PLC participants will analyze data to identify and create a plan for students showing substantial deficiency in reading (e.g., earns a Level 1 on FAST PM 1), including the commitment to aggressive monitoring and providing specific, immediate feedback and small group support during independent practice.

Action Step #3
Feedback

Person Monitoring:
Asimina Patton

By When/Frequency:
Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
ELA/Reading teachers prioritize engaging students in immense amounts of reading, discussion, and writing to ensure ample time is given to students to read and write appropriate grade-level text (while applying foundational skills) with high-quality feedback and opportunities to use that feedback. Teachers plan to use technology as a tool to enhance immediate feedback to the students (such as Nearpod's or Quizlet's).

Area of Focus #4

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 85%, as evidence by the 2025 Spring EOC Civics Assessment. We expect our performance level to be 90% by the 2026 Spring EOC Civics Assessment. The problem/gap is occurring because the depth of the benchmarks and benchmark clarifications with differentiated instruction is not being taught to students in Civics classes, formative data is not being reviewed to determine and address gaps in student knowledge and explicit spiraling review is not occurring frequently to help students build the connections between concepts necessary for building a conceptual framework of the Civics content. If teachers collaboratively plan for student-centered, scaffolded exercises that helps students to build a conceptual framework with higher order thinking opportunities reaching the depth of the benchmark and benchmark clarifications in Civics.

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 percent of students achieving proficiency on the Civics EOC will increase from 85% to 90%, as measured by the spring 2026 administration of the Civics EOC.

Monitoring

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

Monitoring will take place using routine and continuous formative and summative assessments created by teachers and/or district. Teachers will collaborate with administrators in PLC's to review data following cycle assessments and use common PLC's to plan and remediate based off of data.

Person responsible for monitoring outcome

Tanya Florio

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:

Support teachers in lesson planning and enactment prior to delivery of lessons in front of students. Support teachers to plan for close reading and writing in the content area and to collaboratively engage in student work analysis protocols.

Rationale:

These strategies were selected based on EOC data, FAST data, performance matters, and teacher formative assessment data. By engaging students in more complex tasks, teachers will create an environment with high expectations of students with high complexity of questioning. Having teachers focus on differentiation with the correct amount of scaffolding with help meet students where they are to move them forward.

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

Professional Learning

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

Tanya Florio

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. History teachers participate in professional learning around engaging students in historical thinking and writing, DBQ online.

Action Step #2

PLC's

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

Tanya Florio   Ongoing

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

Civics teachers will utilize systemic documents (Teachers Guide, Civics instructional guide, civics spec book) to collaborate on planning and enacting lessons, create anchor charts, and choose a

common instrument for students track and reflect on their data. History teachers utilize systematic documents to collaborate on planning and enacting lessons that build the historical timeline and regularly incorporate close reading and writing around historical documents. Teachers choose a common instrument for students to track and reflect on their growth in historical thinking/disciplinary literacy skills.

Action Step #3
Pacing Guides and Resources

Person Monitoring:	**By When/Frequency:**
Tanya Florio	Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Utilize supplemental resources (writing in response to text, district developed resources), primary sources, and regularly include shorter challenging passages that elicit close and critical reading and re-reading.

Area of Focus #5

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

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

Area of Focus Description and Rationale

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.

Performance outcomes for Black students, particularly in achieving grade-level standards

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.

No Answer Entered

Monitoring

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

No Answer Entered

Person responsible for monitoring outcome

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:

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

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

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

IV. Positive Learning Environment

Area of Focus #1

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.

For the 2024-2025, our school-wide behavior problems include 365 discipline referrals. Our goal is to reduce this number to 328 or fewer by May 2026, achieving a 10% decrease from the previous school year. The primary challenges in behavior and positive culture stem from insufficient positive behavior management strategies, the lack of strong teacher-student relationships, and the lack of consistency across the school. By implementing more positive behavior management strategies, school-wide PBIS Shark Bites, and fostering better teacher-student relationships, we anticipate at least a 10% reduction in these issues, as reflected by quarterly discipline reports from Focus.

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

The number of student referrals will decrease from 365 to 328 or fewer (10%), as measure by FOCUS reports. The number of PBIS Shark Bite distribution will increase 10% as measure by weekly frequency counts per grade level.

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.

Monitoring will occur during weekly Administration PLC's and bi-monthly MTSS PLCs, where data will be disseminated and discussed by grade level and school-wide, cross-referencing to prior year behavior data. Following the MTSS PLCs, data will be shared with teachers. Administrators will conduct walkthroughs to monitor the implementation of Tier 1 PBIS/MTSS interventions by teachers, referencing the school-wide PBIS plan and implementation procedures, and noting Tier 2 and Tier 3 interventions as needed.

Person responsible for monitoring outcome

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:
Our strategies and actions are grounded in research and nationally recognized evidence-based programs (PBIS). Enhance the capacity of all staff to establish and maintain positive relationships with students by implementing school-wide PBIS.

Rationale:
Our strategies and actions are grounded in research and nationally recognized evidence-based programs (PBIS). Discipline data indicates an increasing trend in referrals, emphasizing the need for enhanced support to help teachers maintain positive relationships with students. When a school systematically and intentionally implements PBIS approaches across the entire building, it benefits all students and educators, fostering a positive schoolwide culture and behavior. This approach is expected to result in a positive trend in behavior and a corresponding decrease in referrals.

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
PBIS System

Person Monitoring: **By When/Frequency:**
Chad Eiben   Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Continue use of Positive Behavior Monday morning lessons to teach student school-wide

expectations, procedures, and behaviors on a weekly basis. SBLT will plan and establish lessons monthly based on current data trends and for use in routine morning restorative circles, celebrating growth, and updating systems.

Action Step #2
Shark Bites

Person Monitoring:	**By When/Frequency:**
Chad Eiben	Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Continue use of the Shark Bite (token economy) positive behavior support and recognition system to provide rewards for students for demonstration of positive and appropriate behaviors that are identified by the school expectations. By the end of first semester, at least 90% of school members (students and staff) will participate in the Shark Bite system and the rewards will be varied and reflect students interests (based on student input).

Action Step #3
Meetings

Person Monitoring:	**By When/Frequency:**
Chad Eiben	Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Utilize team meetings to discuss students in need of behavior support. Teams will use interventions and deploy appropriate strategies. If continued student issues occur, the team will refer student to the MTSS team.

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.
No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders
Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).
No Answer Entered

Plans to Strengthen the Academic Program
Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).
No Answer Entered

How Plan is Developed
If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under 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)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

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.

No Answer Entered

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).

No Answer Entered

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