LARGO 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

Largo Middle School strives to inspire students to be internationally minded, critical thinking responsible global citizens who have a passion for lifelong learning and service.

Provide the school's vision statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To the end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand the other people, with their differences, can also be right.

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
Alec Liem

liemal@pcsb.org

Position Title
Principal

Job Duties and Responsibilities

The Principal performs responsible administrative and supervisory work in the area of instruction, personnel, curriculum, safety, budget, purchasing, public relations, plant operations, food service, and transportation. Position is responsible for the total operational management of the school. Develops,

implement, and evaluates school philosophy, goals and objectives reflecting district and state goals

• Develops, implements and evaluates School Improvement Plan (SIP) and School-wide Behavior Plan

• Develops and maintains a positive school/community climate and a safe and healthy environment.

• Plans, implements, and evaluates the school instructional program based on student needs and

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within state and district guidelines

• Plans, implements, supervises, and/or evaluates all other programs, i.e., Parent Teacher Association (PTA), School Advisory Committee (SAC), Athletics, Extra- Curricular, Co-Curricular, Booster Clubs, if applicable

• Determines staffing needs including selection, supervision, staff development and evaluation of all school personnel

• Disseminates and implements Pinellas County School Board policies and procedures as it relates to students staff and school community

• Manages finances including the budget and record keeping processes, and inventory control of all school resources

• Maintains records and necessary reports for efficient operation of school and compliance with federal, state, and local requirements

• Plans and manages for efficient utilization and maintenance of the school plant

• Performs other related duties as required

Leadership Team Member #2

Employee's Name
KaThia Roberts

RobertsKath@pcsb.org

Position Title
Assistant Principal

Job Duties and Responsibilities

MAJOR FUNCTION:
This position is second only to the Principal in the administration of the school and serves as liaison between principal and other school personnel.

DUTIES AND RESPONSIBILITIES:
Oversees 8th grade discipline, Mathematics and ESE departments, and Mathematics and ESE teacher 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
ELizabeth Carroll

CarrollEli@pcsb.org

Position Title
Assistant Principal

Job Duties and Responsibilities

This position is second only to the Principal in the administration of the school and serves as liaison between principal and other school personnel. This administrator assumes any duties assigned by the Principal and is fully responsible for the school program in the absence of the Principal.
DUTIES AND RESPONSIBILITIES:
Oversees 7th grade discipline, Science department as well as the Science Teacher 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
Heather Vidi

VidiH@pcsb.org

Position Title
Assistant Principal

Job Duties and Responsibilities

This position is second only to the Principal in the administration of the school and serves as liaison between principal and other school personnel. This administrator assumes any duties assigned by the Principal and is fully responsible for the school program in the absence of the Principal.
DUTIES AND RESPONSIBILITIES:
Oversees 6th grade discipline, ELA/Reading/Elective departments as well as the ELA/Reading/ Elective Teacher 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.

In the initial stages of our SIP Planning for the 25-26 school year, our SBLT reviewed our data and began to provide input into our goals and action steps. As data is disaggregated, our instructional leaders on campus will provide inout in to the goals and action steps as well. Once the plan is finalized, SAC will have the opportunity to review, provide input and ultimately approve our SIP for the 25-26 School Year.

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)).

The SIP Goals are monitored regularly throughout our SBLT, PLT and Subject Area PLCs via a PSW process. Action steps including data are reviewed, and adjustments are made to ensure continuous improvement. These PSW meetings are scheduled and will be updated as live documents as interventions are implemented and adjusted as needed based on the data reviewed.

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	**CSI**
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: B** **2023-24: C** **2022-23: C** **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							239	244	226	709
Absent 10% or more school days							56	58	54	168
One or more suspensions							10	43	33	86
Course failure in English Language Arts (ELA)							9	9	5	23
Course failure in Math							11	5	5	21
Level 1 on statewide ELA assessment							31	55	55	141
Level 1 on statewide Math assessment							34	50	45	129
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							30	60	57	147

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							8	4	1	13
Students retained two or more times						1				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							77	73	84	234
One or more suspensions							21	31	39	91
Course failure in English Language Arts (ELA)							13	13	13	39
Course failure in Math							21	39	34	94
Level 1 on statewide ELA assessment							50	63	74	187
Level 1 on statewide Math assessment							55	67	72	194
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							47	64	79	190

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							16	17	17	50
Students retained two or more times							3	6	6	15

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*	48	60	58	46	55	53	36	49	49
Grade 3 ELA Achievement			27			21			
ELA Learning Gains	55	59	59	54	58	56			
ELA Lowest 25th Percentile	52	52	52	47	53	50			
Math Achievement*	54	65	63	50	61	60	47	58	56
Math Learning Gains	55	60	62	52	61	62			
Math Lowest 25th Percentile	58	59	57	47	59	60			
Science Achievement	46	59	54	43	52	51	25	48	49
Social Studies Achievement*	61	79	73	73	75	70	55	69	68
Middle School Acceleration	87	84	77	80	80	74	86	77	73
College and Career Acceleration									
Graduation Rate									
Progress of ELLs in Achieving English Language Proficiency (ELP)	51	49	53	44	44	49	35	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)	CSI
OVERALL FPPI – All Students	57%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	567
Total Components for the FPPI	10
Percent Tested	95%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
57%	54%	48%	44%	41%		53%

* 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	35%	Yes	6	
English Language Learners	48%	No		
Asian Students	73%	No		
Black/African American Students	44%	No		
Hispanic Students	57%	No		
Multiracial Students	50%	No		
White Students	66%	No		
Economically Disadvantaged Students	54%	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	48%		55%	52%	54%	55%	58%	46%	61%	87%			51%
Students With Disabilities	22%		44%	51%	20%	44%	55%	9%	27%				42%
English Language Learners	29%		46%	47%	42%	51%	56%	16%	53%	88%			51%
Asian Students	53%		63%		82%	75%			92%				
Black/African American Students	29%		45%	48%	39%	45%	41%	23%	44%	81%			
Hispanic Students	47%		53%	46%	51%	54%	62%	48%	66%	90%			48%
Multiracial Students	41%		42%	30%	50%	61%	47%	42%		90%			
White Students	61%		62%	67%	64%	60%	65%	53%	72%	86%			
Economically Disadvantaged Students	42%		51%	48%	50%	54%	57%	38%	59%	85%			53%

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	46%		54%	47%	50%	52%	47%	43%	73%	80%			44%
Students With Disabilities	11%		37%	41%	16%	35%	32%	10%	34%				40%
English Language Learners	24%		51%	53%	35%	46%	44%	21%	55%	72%			44%
Asian Students	67%		50%		83%	84%		80%		92%			
Black/African American Students	36%		51%	39%	35%	49%	43%	29%	56%	70%			
Hispanic Students	42%		57%	52%	44%	49%	44%	32%	69%	72%			39%
Multiracial Students	51%		63%		61%	56%		67%		100%			
White Students	51%		53%	50%	58%	52%	49%	50%	82%	83%			
Economically Disadvantaged Students	40%		52%	43%	43%	49%	46%	36%	70%	76%			35%

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	36%				47%			25%	55%	86%			35%
Students With Disabilities	6%				13%			11%	13%				27%
English Language Learners	19%				34%			9%	28%	80%			37%
Asian Students	55%				77%				91%	100%			
Black/African American Students	30%				31%			9%	53%	83%			
Hispanic Students	29%				41%			17%	32%	85%			33%
Multiracial Students	36%				62%			44%	86%	93%			
White Students	44%				57%			37%	63%	84%			36%
Economically Disadvantaged Students	32%				43%			23%	51%	85%			41%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

| SUBJECT | GRADE | 2024-25 SPRING | | | | |
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	49%	61%	-12%	60%	-11%
ELA	7	44%	59%	-15%	57%	-13%
ELA	8	49%	59%	-10%	55%	-6%
Math	6	45%	63%	-18%	60%	-15%
Math	7	29%	33%	-4%	50%	-21%
Math	8	49%	64%	-15%	57%	-8%
Science	8	46%	58%	-12%	49%	-3%
Civics		64%	78%	-14%	71%	-7%
Algebra		84%	59%	25%	54%	30%
Geometry		98%	53%	45%	54%	44%

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?

Math Learning Gains of L25 (45% to 58%).

Action Steps:
- Standards Based Planning with Administrator Present
- Small group pull out/push in supports

Lowest Performance

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

Science- Our lowest data component was our Science SSA proficiency, which increased from the previous year by 4%.

Contributing Factors:
- Weak core instruction in 6th and 7th grade
- Lack of prerequisite knowledge upon entering 8th grade

Greatest Decline

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

The most significant year-over-year decline was in Civics. At the end of the 2023–2024 school year, the proficiency rate stood at 74%, but by the end of 2024–2025, it had fallen to 63%. This drop is largely attributed to instructional challenges, such as frequent teacher absences and difficulties in consistently implementing the district curriculum.

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 data component with the greatest gap when compared to the State was Social Studies (Civics).

As measured by the 2024, Civics EOC, our proficiency was 61% as compared to the State average of 72%. This gap is largely attributed to instructional challenges, such as frequent teacher absences and difficulties in consistently implementing the district curriculum.

EWS Areas of Concern

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

Highest Priority EWS indicator is our students that are absent 10% or more school days.

Highest Priorities

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

1. Enhance scholars' ability to tackle challenging tasks and problem-solve to achieve mastery of grade level content
2. Understand scholar's thought process via the use of Thinking Maps
3. Revisit and enhance scholar's learning using the Focused Note-Taking Process

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.

Our current level of performance is that 48% of our students are proficient on the 2025 FAST ELA PM3. We expect our performance level to increase to 55% of our students meeting proficiency by the Spring 2026 Progress Monitoring assessment (FAST).

The problem/gap is happening because of staff changes midyear and not teaching to the appropriate rigor for the standards. If teachers teach to the appropriate level of rigor in their lessons, then the proficiency level will increase to 55% by May of 2026.

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 May 2026, ELA Proficiency will increase 7% (from 48% to 55%) as measured by the Spring 2026 Progress Monitoring Assessment (FAST).

Monitoring

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

Formative assessments on performance matters and the PM1/PM2 assessments will be used to monitor growth and provide appropriate interventions and remediation. We will use push-in interventions with the ISDs and Curriculum Specialist. Students who are in reading classes will also have their iReady and Diagnostic test data analyzed to have them placed in the appropriate remediations/interventions.

Person responsible for monitoring outcome

Heather Vidi

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:
Utilization of Thinking Maps

Rationale:
Thinking Maps® provide scaffolding for struggling learners to be able to capture their thinking and process their understanding of content, engage deeply with complex text and concepts, and organize their thoughts for writing or speaking.

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
We will provide benchmark-based instruction by utilizing district-provided documents/lessons.

Person Monitoring:	**By When/Frequency:**
Heather Vidi	Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will use Gold Documents and roadmaps to prepare lesson plans that implement grade-appropriate complex texts and connected tasks. This will be monitored through classroom walkthroughs and discussed during PLCs, both common planning in grade levels and entire subject PLCs. Monitoring will occur via classroom walkthroughs and PLC planning sessions.

Action Step #2
We will process complex thinking and analysis of text by utilizing Thinking Maps.

Person Monitoring:	**By When/Frequency:**
Heather Vidi	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Attend PDs to be able to incorporate Thinking Maps into daily lessons. Thinking Maps will help students organize and further comprehend what they are reading. Thinking Maps also support students in the writing process. Discuss in PLC's how Thinking Maps can be used with rigor in daily lessons and how they can build on one another to support deeper levels of understanding of the standards.

Action Step #3
Learning Walks

Person Monitoring:	**By When/Frequency:**
Heather Vidi	Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administrators and teachers engage in ELA-focused learning walks/discussions with a focus on target/task alignment and cognitively engaging learning opportunities for students.

Action Step #4
Provide actionable, timely feedback

Person Monitoring:	By When/Frequency:
Heather Vidi	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will provide actionable, timely feedback that directly connects to learning goals and provides students with clear next steps to refine their thinking, strengthen their writing, or deepen their comprehension and analysis.

Area of Focus #2

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 46% proficiency, as evidenced on the Spring 2025 Grade 8 Statewide Science Assessment. We expect our performance level to be 55% by the 2025-2026 SSA.

The problem/gap in student achievement is impacted by a lack of intentional planning and implementation of student-centered learning. Current planning practices do not consistently emphasize collaboration across classrooms and lessons that align to the full depth and scope of the standards. As a result, students have limited opportunities to engage in higher-order thinking and apply their knowledge to new or complex concepts. If collaborative planning were intentionally focused on designing and delivering student-centered lessons that target rigorous standards and promote active thinking, student achievement could increase by 9%.

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 46% to 55% 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.

The quarterly Mock SSA will be used to monitor student growth. In the 2024-2025 school year, we saw a strong correlation to our scholars' performance on the Mock SSA as compared to the State SSA. We will use this data to form intervention groups based on our lowest scoring standards.

Person responsible for monitoring outcome
Elizabeth Carroll

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:
We will utilize Thinking Maps® to support teachers and students in achieving instructional alignment of the grade level standards for classroom task and activities.

Rationale:
Thinking Maps® provides scaffolding for learners to be able to be able to capture their thinking and process their understanding of Science Grade Level Standards. Teachers will experience the structure by utilizing a variety of Thinking Maps® in their planning process to ensure task and activities meet grade level expectations. Students will represent their learning through the use of Thinking Maps® based on the cognitive demand of the standard.

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
Standards Aligned Instruction

Person Monitoring:	**By When/Frequency:**
Elizabeth Carroll	Daily/Ongoing. Administrator will attend PLC's to continue to drive instruction.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Science teachers will utilize the District provided documents (Red/Green Docs, Course Outlines, Roadmaps, Unit Cards, Test Specs) to effectively plan for lessons that incorporate rigorous hands on tasks, reading analysis, and SSA style practice questions aligned to and within the scope of the standards. The administrator will support teachers and ensure that they have all the resources needed to plan lessons that are aligned to and within the scope of the standards. This will be

monitored via walkthroughs and discussed during PLCs.

Action Step #2
PLCs

Person Monitoring:	**By When/Frequency:**
Elizabeth Carroll	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Conduct regular Professional Learning Communities (PLCs) that include data chats to analyze formative assessment results and identify deficit standards in 6th, 7th, and 8th grades. Teachers will use this data to collaboratively plan differentiated, standards-aligned lessons that address the full depth and scope of instruction. PLCs will also focus on integrating student-centered strategies, academic discourse, and effective use of district-provided resources such as the red/green document. Administrators will monitor this work through attending PLCs, classroom walkthroughs, and ongoing feedback to ensure alignment between planning and instructional delivery.

Action Step #3
Learning Walks

Person Monitoring:	**By When/Frequency:**
Elizabeth Carroll	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administrators and teachers will engage in science-focused learning walks and reflective discussions with a focus on the alignment between lesson targets and student tasks, ensuring that instruction meets the depth and rigor of the standards. These learning walks will also prioritize the identification of cognitively engaging, student-centered learning opportunities that promote academic discourse and the development of scientific thinking skills. Observational trends will be used to inform feedback, coaching, and professional development.

Action Step #4
Curriculum Spiraling/Remediation

Person Monitoring:	**By When/Frequency:**
Elizabeth Carroll	Weekly, Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Utilizing the available data, 6th, 7th and 8th grade teachers will spiral the curriculum, providing opportunities for enrichment and remediation for all students. Using classroom and district assessments, administrators and district staff will assist with remediation for targetted 8th grade students via a push-in model.

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: 61% proficiency, as evidenced by the 2025 Spring EOC Civics Assessment.

Our current level of performance is: 58% proficiency for 6th grade, 48% for 7th grade, and 46% for 8th grade on the 2025 FAST ELA PM 3 assessment.

We expect our performance to be: 76% by the 2026 Spring EOC Civics Assessment. We expect our performance level to increase by 17% by the 2025 Spring EOC Civics Assessment. The problem/gap is occurring because of the inconsistent implementation of the district provided curriculum and our students struggling to read on grade level texts. If the G4CE is implemented with fidelity with the incorporation of reading strategies and Thinking Maps, the amount of proficient students in Civics will increase by 17%.

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 61% to 76%, as measured by the Spring 2025 administration of the Civics EOC.
The percent of students achieving proficiency on the US History Final exam will increase by 8%.
The percent of students achieving proficiency on the World History Final Exam will increase by 8%

Monitoring

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

The mock EOCs will be used to monitor student growth throughout the year. The data from these mock EOC's will be used to place/rotate through the students into intervention groups. Additionally, the data from the mock EOC's will be used to identify the lowest scoring standards for small group rotations/remediation in class.

Person responsible for monitoring outcome
Alec Liem

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:
Phases 4 and 5 of the Avid Note-Taking Process Thinking Maps to increase student thinking and

comprehension skills

Rationale:
Thinking Maps will support teachers and students in achieving instructional alignment of the grade level standards for classroom engagements (DBQ's). The AVID Note Taking process will continue to support students in digging deeper into content standards/benchmarks and continue to adjust learning.

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
Utilize district provided documents to enhance planning and instruction.

Person Monitoring:	**By When/Frequency:**
Alec Liem	Daily

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, develop interactive notebooks, create anchor charts, and choose a common instrument for students track and reflect on their data. The instrument includes space for student reflection and "next steps." History teachers utilize systemic documents (curriculum guide, Canvas resources, textbook materials, DBQ online) 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. US and World History teachers utilize DOE-developed and published resources for teaching the Civics and Government Benchmarks in the US and World History courses.

Action Step #2
Rotations in Classrooms

Person Monitoring:	**By When/Frequency:**
Alec Liem	Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
All Social Studies teachers will use rotations in the classroom to promote hands-on, engaging learning. Rotations may include but are not limited to activites such as IXL, interaction with notes, reciprocal reading, Thinking Maps, vocabulary strategies. This will be monitored via classroom walkthroughs and discussed during PLC's. We will also utilize Teacher Led small group instruction within the rotations.

Action Step #3
All Social Studies teachers will attend DBQ training/ DBQ refresh training at DWT and throughout the school year as needed.

Person Monitoring:
Alec Liem

By When/Frequency:
Daily

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. Students in all courses will monitor and track their data using a data-tracker as they progress through the school year.

Action Step #4
Professional Development (All Social Studies Courses)

Person Monitoring:
Alec Liem

By When/Frequency:
Ongoing (DWT, Evening Trainings)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Civics teachers attend DaRT (Data Response Team) sessions to work district-wide on benchmark analysis, student-task development, and classroom resources that meet the content and cognitive demands of the benchmarks and benchmark clarifications. US/World History teachers will complete the PD interest survey and attend relevant PD offered by the Teaching and Learning team.

Area of Focus #4

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 54% Mathematics Achievement, as evidenced in the 2024-2025 spring FAST. We expect our performance level to be at least 64% Mathematics Achievement by the 2025-2026 School Grade Report. The problem/gap is occurring because students are not cognitively engaged with the content through learning activities that engage students in problem solving, critical thinking and academic discourse. If instruction cognitively engages students in benchmark aligned learning activities where students are required to problem solve, think critically, and have academic discourse with their peers and teacher, student achievement would increase by 10%

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 May 2026, Math proficiency will increase 10%, from 54% to 64% as measured by the 2025-2026 FAST PM3 Progress Monitoring Assessments.

Monitoring

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

FAST PM1 and PM2 data, IXL, parent communication logs, intervention groups and common assessments for each grade level. Ongoing monitoring provides immediate feedback and data-driven insights, allowing for timely adjustments in instructional strategies and targeted interventions, which enhances student engagement and addresses learning gaps, thereby improving overall student achievement

Person responsible for monitoring outcome
KaThia Roberts

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:
Thinking Maps will be used to support students thinking when processing information allowing students the ability to enhance their critical thinking and problem-solving skills across all relevant grade level content. The visual tools will support cognitive processes and help students organize their thoughts, by making complex tasks more accessible.

Rationale:
Thinking Maps® provide scaffolding for struggling learners to be able to capture their thinking and process their understanding of content, engage deeply with complex text and concepts, and organize their thoughts for writing or speaking. It has proven effectiveness in improving comprehension and retention of mathematical concepts through structured visual aids.

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:**
KaThia Roberts	Facilitated Planning Sessions, Biweekly PLCs, Math Professional Development Sessions

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

Mathematics teachers will participate in professional learning opportunities around implementation of the B.E.S.T. Standards, the Mathematical Thinking & Reasoning Standards, and Benchmark Achievement Level Descriptors.

Action Step #2
Engaging in Cognitively Engaging Task

Person Monitoring:	**By When/Frequency:**
KaThia Roberts	Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will use at least one cognitively demanding, benchmark-aligned task per week requiring students to problem solve and explain their thinking.

Action Step #3
Target-Task Alignment

Person Monitoring:	**By When/Frequency:**
KaThia Roberts	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will design and implement weekly math assignments that align with specific benchmark tasks, ensuring each assignment includes problem-solving and critical thinking activities that directly reflect the skills and knowledge outlined on the BEST Standards.

Area of Focus #5

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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.

Students with disabilities are performing significantly lower than their non-ESE peers. Only 29% of students with disabilities made learning gains in math. Only 36% of students with disabilities made learning gains in ELA. The problem is occurring because students are not receiving adequate Specially Designed Instruction with strong Gen Ed to ESE teacher collaboration and tracking. Students do not have the skills they need to fill in the gaps and not struggle academically without support. If targeted Specially Designed Instruction is planned with collaboration between the Gen Ed and ESE teachers occur, the problem will reduce the percentage of students working significantly below grade level.

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 May 2026, the percentage of students making learning gains in math will increase by 10% to 55% in ELA and Math as reported by the FAST PM3 test.

By May of 2026 the overall index for Students with Disabilities will increase to 41%.

Monitoring

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

Students will be progress monitored monthly during department meeting and reported to the leadership in SBLT meetings using benchmarking data for core content areas.

Person responsible for monitoring outcome

KaThia Roberts

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:
To better target Specially Designed Instruction teachers will use learning strategies from the Strategic Instruction Model to remediate primary math skills. To increase student literacy proficiency, ESE teachers will utilize Thinking Maps during Specially Designed Instruction targeting specific deficit skills.

Rationale:
If the ESE teacher and Gen Ed teacher have a strong working relationship with effective SDI instruction, then the ESE students performing significantly below grade level will decrease in ELA and Math.

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
Data Trackers

Person Monitoring:	**By When/Frequency:**
KaThia Roberts	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will utilize data trackers to monitor student accommodations. Monitoring will be done quarterly as trackers are submitted for review.

Area of Focus #6

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.

Our current performance level is 44%, as indicated by the Federal Index. We aim to increase this to 50% by May 2026. The performance gap stems from students feeling underrepresented. Implementing mentoring groups in which students are the majority could help reduce this gap by 6%.

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 May 2026 the Federal Index will be increased from 44% to 50% using the standardized test data.

Monitoring

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

Monthly monitoring, utilizing FAST PM Data as well as formative/Cycle Assessments.

Person responsible for monitoring outcome

KaThia Roberts

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:
Mentoring groups where students who are black are in the majority

Rationale:
When students have an opportunity to be in the majority with positive adult support they are better able to enter the zone of proximal development and be risk takers.

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

Identify 7th-grade students and organize them into mentoring groups with a structured schedule. Focus group activities on developing problem-solving skills, promoting effective learning practices, improving student-adult interactions, and building leadership capacity. The goal is for these students to serve as mentors to incoming 6th graders in the following school year. Recruit and train mentors who reflect the cultural and community backgrounds of the learners to foster a safe and inclusive environment. Monitor progress by reviewing student benchmark assessments (PM/Cycle) to evaluate whether the achievement gap between Black and non-Black peers is narrowing.

Person Monitoring:	**By When/Frequency:**
Amy McMahon	Monthly

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

Monthly Meeting Attendance and Meeting minutes Assessment/PM Data Review cycles (monthly)

IV. Positive Learning Environment

Area of Focus #1

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.

No Answer Entered

Measurable Outcome

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

No Answer Entered

Monitoring

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

No Answer Entered

Person responsible for monitoring outcome

Evidence-based Intervention:

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:

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.

During School Advisory Council (SAC meetings we present highlights of the SIP, Title I Schoolwide Plan (SWP), and Family Engagement plan (PFEP) and provide updates of implementation throughout the year.

We also post a copy of the plans, and SAC meeting agendas/minutes on the school website and front office's "Parent station".
 A survey regarding the PFEP and parent input will be sent out to families via school messenger.
Translation and interpretation services (including ASL) will be provided upon request for meetings and materials

In addition, the Title I School & Family Overview is sent home as part of the communication that goes home with the students during the first weeks of school. It includes information on where to access the SIP and PFEP.

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)).

While we did collaborate with out PTSA and SAC groups this year, we want to increase the attendance at these meetings and their impact on our school success. Our Family and Community Liaison will work to grow these committees to help ensure we are getting timely and relevant

feedback from these stakeholders. We are also working on developing a new school-wide binder and agenda process that can be used to increase awareness of academic expectations at home and school.

Once we receive our stakeholder data in the Spring of 2025, we will analyze and develop action plans to improve deficit areas. Some current goals include: increasing attendance at family events, providing more flexible options for family events, involving families in the remediation and intervention process.

When families were asked about what skills or strategies they learned about at our family events, the lowest scoring category was "text marking/annotating & note-taking". With this being something we are focusing on school-wide to increase student growth, we would want to increase families' understanding of this process at future family events. This can be a difficult process to teach and incorporate into a short activity, however, we believe that by working with or AVID Coordinator and ELA team it can be accomplished.

Next year, we want families to be more involved in their student's education. We hope to incorporate families into the intervention process. This may look like having a station at family events where this information can be shared. We have seen great success with our targeted intervention groups, but believe this success can be even greater and more lasting in families were part of this process. Intervention group families can receive special invites to our family events to ensure they know about these events and are present to learn more about how to support their scholar.

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)).

Largo Middle School provides a comprehensive range of professional development and communication strategies to support meaningful family engagement and student success. Professional development activities include ongoing PLC and committee meetings led by school leaders and instructional coaches, which focus on enhancing staff skills in working with families, sharing community resources, and building partnerships with local organizations such as ACT, St. Paul's United Methodist Church, McDonald's, Walmart, and Publix. These efforts are supported by the school's Family & Community Liaison and are designed to strengthen student achievement through deeper family connections. The implementation of AVID supports educators in developing relational capacity and fostering a college- and career-ready culture, particularly for students who benefit most from targeted support. Staff also receive technology training to effectively communicate with families and students using digital platforms. Additionally, the implementation of the IB program emphasizes highly engaging teaching practices that promote student success and inclusive family engagement.

To maintain strong communication and ongoing family involvement, Largo Middle School ensures that parents have access to a variety of resources, including information about the Parent Resource Center at the Title I Center. Staff work closely with families to keep contact information up to date in Focus, enabling flexible and responsive communication between teachers and parents. The school uses multiple platforms—such as Facebook, School Messenger, email, and the school website—to share important updates, flyers, and school information, while also providing timely responses to parent inquiries. Technology tools used to support these efforts are managed by the librarian/ technology coordinator, magnet coordinator, and administration. Furthermore, the principal provides weekly updates across all communication channels to ensure consistent and transparent messaging. Through these coordinated efforts, Largo Middle School ensures that families are informed, empowered, and actively involved in their children's education.

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)).

PACE School For Girls- Over 30 students served this year. Results are visible within academics and behavior. Prince of Peace Church- Has provided testing incentives and attendance incentives for our learners throughout the year. Arts Conservatory for Teens -Encourages student attendance by providing high-interest classes at no costs to families each week. YMCA -Provides before and after care for families ensuring that students can get to school on-time and safely. This also allows for more students to attend our ELP sessions as the YMCA has more flexible hours.

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.

Our administrative team, teacher leaders, and SAC review 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, SAC Meetings, and through monthly school-based leadership team meetings to monitor tiered data. Department heads, instructional coaches, and administration will monitor the needs of teachers and students around the resources allocated as well as the need for any additional resources.

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).

Resources allocated for MTSS Coach to support instructional staff and increasing student achievement on campus. IMTSS Coach will work side by side with teachers to increase instructional capacity, teacher clarity, as well as provide feedback. MTSS coache will also push into classrooms to support students in the assessed content areas. The use of instructional material resources will be available for all teachers to enhance their curriculum and in turn help engage the students. The use of these materials will be monitored by the MTSS Coach and administration.

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