

Pinellas County Schools

MANGROVE BAY 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

100% Student Success.

Provide the school's vision statement

Creating dynamic, confident leaders through healthy living and service learning.

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

Brett Patterson

Pattersonb@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

Monitoring SIP and provide support to meet established goals.

Leadership Team Member #2

Employee's Name

Jennifer Napier

Napierj@pcsb.org

Position Title

Curriculum Specialist

Job Duties and Responsibilities

Monitoring SIP and provide support to meet established goals.

Leadership Team Member #3**Employee's Name**

Kelsey Collins

Collinskel@pcsb.org

Position Title

Behavior Specialist

Job Duties and Responsibilities

Monitoring SIP and provide support to meet established goals specifically for students with disabilities.

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.

Mangrove Bay Middle School's Site Based Leadership Team created the elements of the SIP. The draft was reviewed by the School Advisory Council and faculty; the final draft was presented to the school community to gain feedback.

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 expectations established in the SIP related to content areas will be monitored twice per month

during SBLT meetings and monthly at SAC meetings.

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	
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	
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)	
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: 2023-24: 2022-23: 2021-22: 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							150	158	100	408
Absent 10% or more school days							27	19	13	59
One or more suspensions							4	53	38	95
Course failure in English Language Arts (ELA)							1	0	1	2
Course failure in Math							1	0	0	1
Level 1 on statewide ELA assessment							14	17	15	46
Level 1 on statewide Math assessment							13	11	11	35
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							5	13	11	29

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
Students retained two or more times							0	0	0	0

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							23	23	21	67
One or more suspensions							4	9	12	25
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment							17	9	6	32
Level 1 on statewide Math assessment							22	11	5	38
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							7	12	12	31

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 CIMIS at time of printing.

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

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

ESSA OVERALL FPPI HISTORY

2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
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* 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%

No ESSA data found for this school and year

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.

Data for 2024-25 will be uploaded to the application when available

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.

There is no assessment data available for this school.

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?

Mangrove Bay Middle School welcomed the inaugural group of students in the fall of 2024 therefore trend data is not yet available. The focus on collaboration and movement in the classroom through engaging activities will support our academic growth to reach established SIP goals.

Lowest Performance

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

Mangrove Bay Middle School welcomed the inaugural group of students in the fall of 2024 therefore trend data is not yet available. The collective data for last year's students indicates ELA has the lowest performance on F.A.S.T. assessments

Greatest Decline

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

Mangrove Bay Middle School welcomed the inaugural group of students in the fall of 2024 therefore trend data is not yet available. The lack of data from previous years limits our ability to provide historical data analysis.

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.

Mangrove Bay Middle School welcomed the inaugural group of students in the fall of 2024 therefore trend data is not yet available. The lack of data from previous years limits our ability to provide historical data analysis.

EWS Areas of Concern

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

ELA proficiency and gain was our lowest area of success.

Highest Priorities

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

1. Enhance teachers' ability to provide high-quality learning experiences for students by improving their instructional capacity
2. Foster meaningful and intentional PLCs
3. Create an environment where learning is enjoyable, captivating, and pertinent for our students.

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 overall school proficiency level for ELA is 64%. Our current performance levels by grade level are as follows: 68% of grade 6, 57% of grade 7, and 60% of grade 8 students have achieved a level 3 or above, as indicated by the PM3 data. The gap may be occurring because students need additional time to revisit the benchmarks and engage in targeted opportunities to relearn and reinforce key concepts. To improve student achievement in ELA, we will implement focused small-group instruction, integrate high-impact literacy strategies, and provide consistent progress monitoring to tailor support based on student needs.

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 June 2026, the percentage of all students achieving PM3 proficiency will increase by 5% in each grade level as measured by the F.A.S.T PM3.

Monitoring

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

Teachers will consistently monitor student learning using both formative and summative assessment data to ensure all students are progressing toward the intended learning outcomes. Monitoring tools such as student conferencing, standards-based rubrics, and ongoing analysis of student data will be utilized to regularly assess and respond to individual student needs.

Person responsible for monitoring outcome

Brett Patterson/Jennifer Napier

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 a student-centered learning environment by incorporating high-impact, action-based engagement strategies—such as active learning—to promote deeper interaction with the content.

Rationale:

Enhancing a student-centered learning environment through high-impact, action-based engagement strategies empowers students to take ownership of their learning while promoting deeper cognitive engagement. All students must be challenged with questions set at the rigor level of the benchmark, or they should be expected to provide responses to assess their learning. Strategies such as active learning and problem-based learning shift the instructional focus from passive reception to active participation, requiring students to think critically, collaborate, and apply their knowledge in meaningful ways. These approaches not only support mastery of content but also build essential 21st-century skills like communication, creativity, and problem-solving. By fostering an engaging and responsive classroom culture, this practice increases motivation, reduces off-task behavior, and leads to improved academic outcomes—particularly in content areas that require higher-order thinking and sustained focus.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Teachers will participate in instructional walks where teachers observe classrooms where student activities are intentionally aligned with designated benchmarks, promoting collaborative learning using movement, and the sharing of effective instructional practices.

Rationale:

Instructional walks offer teachers the opportunity to observe effective, standards-aligned ELA instruction that emphasizes student engagement, critical thinking, and movement-based strategies that support literacy development. By visiting classrooms where students are actively analyzing texts, participating in collaborative discussions, and demonstrating comprehension through purposeful tasks, teachers can identify best practices for implementing the ELA BEST Benchmarks with fidelity. These observations promote a shared vision for high-quality instruction, strengthen alignment across grade levels, and support the consistent use of evidence-based strategies that advance reading, writing, and language skills.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

We aim to continue to increase build staff capacity to clearly identify critical content aligned with the BEST Benchmarks, fostering rigorous assignments, critical thinking, and collaborative student engagement.

Rationale:

Building staff capacity to identify and clearly communicate critical content aligned with the BEST

Benchmarks ensures that instruction is focused, purposeful, and rigorous. When teachers have a strong understanding of the most essential standards and how to prioritize them, they are better equipped to design high-quality, standards-based lessons and assignments that promote critical thinking and deeper learning. This clarity not only supports effective planning and assessment but also increases student engagement by making learning goals explicit and relevant. Strengthening this instructional foundation is essential for driving consistent, school-wide improvements in student achievement

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(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

Elevating Instruction Through Engagement, Data, and Collaboration

Person Monitoring:

Brett Patterson/Jennifer Napier

By When/Frequency:

Weekly

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

1. Advancing Instructional Impact Through Action Based Learning a. Observation & Walkthrough Data: Administrative walkthroughs and peer instructional walks will be used to monitor implementation of active and problem-based learning strategies in classrooms. b. Instructional Coaching Feedback: Coaching sessions will provide feedback on the use of high-impact engagement strategies. c. Student Work Samples & Engagement Levels: Samples will be reviewed during PLCs to assess rigor and student engagement. 2. Implementing a Student Data Tracking System a. Tracker Completion & Accuracy Checks: Leadership will review trackers bi-weekly to ensure teachers are inputting data consistently and accurately. b. Individual Student Progress Reports: Growth over time will be monitored through periodic data reviews and comparison to benchmark goals. c. Data-Driven Planning Evidence: Lesson plans and small group plans will reflect adjustments based on tracker data. 3. Using PLCs for Data-Driven Instruction a. PLC Agendas & Minutes: Meeting documentation will reflect the analysis of data, identification of trends, and action planning for instruction. b. Student Achievement Trends: Benchmark, formative, and summative assessment data will be analyzed to determine progress toward goals. c. Intervention Adjustments: The effectiveness of reteach/enrichment plans created in PLCs will be evaluated based on subsequent student performance. We will provide small group instruction focused on specific areas of need.

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 overall school proficiency for math is 7%. Our current performance levels based on grade levels are as follows: 70% of grade 6, 31% of grade 7, and 86% of grade 8 students have achieved a level 3 or above, as indicated by the PM3 data. The gap could be occurring because high level style questions and expectations were not maintained. Additionally, lack of consistency with targeted small group support or intervention in class.

Measurable Outcome

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

By the end of the 2025–26 school year, the percentage of students achieving proficiency in math will increase by 5% as measured by the PM3 FAST assessment.

Monitoring

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

To improve student achievement in mathematics, teachers will utilize both formative and summative assessments—including classroom checks, exit tickets, standards-based quizzes, and unit assessments—to guide instruction, evaluate student understanding, and adjust pacing as needed. Assessment results will be analyzed during bi-weekly PLCs to identify learning gaps, share high-impact instructional strategies, and ensure alignment to grade-level standards and rigor. Teachers will help familiarize students with the rigor and format of PM3-style questions and practice test-taking strategies.

Teachers and administrators will engage in a structured data review cycle every two weeks to closely monitor student proficiency on benchmark-aligned tasks. Based on this data, teachers will implement targeted interventions, small-group instruction, and extended learning opportunities to meet the diverse learning needs of students.

Students will take an active role in their learning by tracking their progress on standards and participating in regular data chats following each cycle assessment. This ownership promotes academic accountability.

Ongoing monitoring ensures that instruction remains responsive and equitable, ultimately leading to increased proficiency and growth for all students in mathematics.

Person responsible for monitoring outcome

Brett Patterson/Jennifer Napier

Evidence-based Intervention:

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

Description of Intervention #1:

Targeted Small-Group Instruction

Rationale:

Teachers will provide differentiated, small-group instruction based on formative assessment data to address specific skill gaps. This approach is supported by research demonstrating increased student achievement because instruction is tailored to the readiness, interests, and learning profiles of students, making it more effective in helping them master challenging content.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Data Review/Progress Monitoring

Rationale:

Student progress will be monitored through bi-weekly PLC meetings where assessment data from interventions will be analyzed to inform instruction. During PLCs, educators discuss barriers to learning revealed by data and apply specific strategies or interventions to address those challenges, ensuring interventions are purposeful and responsive.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

Action- Based Learning Strategies

Rationale:

Research shows physical activity linked to learning can improve memory, focus, and critical thinking. When students actively participate, they are more likely to retain and apply mathematical concepts. Additionally, Teachers can observe students during active tasks to identify misunderstandings in real time, allowing immediate targeted support.

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

Action Steps to Implement Evidence-Based Math Interventions

Person Monitoring:

Brett Patterson/Jennifer Napier

By When/Frequency:

Bi-weekly/Quarterly

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

1. Provide Targeted Small-Group Instruction a. Organize students into flexible groups based on data. b. Plan and deliver differentiated lessons focused on identified areas of need. c. Use formative assessments to monitor group progress regularly. 2. Incorporate Action-Based Learning Strategies a. Integrate movement, hands-on activities, and collaborative problem-solving tasks to actively engage students in the learning process. b. Train teachers on effective action-based learning techniques that align with math standards and promote deeper understanding. c. Make instructional rounds and provide high engagement strategies. 3. Data review/Progress monitoring: a. Weekly/Biweekly/Quarterly collection of formative and summative assessment data (e.g., quizzes, exit tickets, benchmark assessments) to evaluate student performance and identify learning gaps. b. Hold bi-weekly Professional Learning Community (PLC) meetings where teachers and administrators collaboratively review student data, discuss trends, and identify students needing additional support. c. Adjust Instruction and Interventions Based on Data using insights from biweekly data reviews to tailor instruction, implement targeted interventions, and monitor the effectiveness of strategies through ongoing progress checks.

Area of Focus #3

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.

As indicated by the Statewide Science Assessment, 53% of the performance levels of students achieved a level 3 or above. The gap could be occurring due to the need for targeted, engaging instruction and revisiting the benchmarks to relearn/reinforce concepts.

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 June 2026, the percentage of all students achieving proficiency will increase by 5% in each grade level as measured by the Statewide Science Assessment

Monitoring

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

To improve student achievement in science, teachers will utilize both formative and summative

assessments—including classroom checks, exit tickets, standards-based quizzes, and unit assessments—to guide instruction, evaluate student understanding, and adjust pacing as needed. Assessment results will be analyzed during bi-weekly PLCs to identify learning gaps, share high-impact instructional strategies, and ensure alignment to grade-level standards and rigor. Teachers will help familiarize students with the rigor and format of PM3-style questions and practice test-taking strategies.

Teachers and administrators will engage in a structured data review cycle every two weeks to closely monitor student proficiency on benchmark-aligned tasks. Based on this data, teachers will implement targeted interventions, small-group instruction, and extended learning opportunities to meet the diverse learning needs of students.

Students will take an active role in their learning by tracking their progress on standards and participating in regular data chats following each cycle assessment. This ownership promotes academic accountability.

Our science teachers will convene during bi-weekly team meetings and biweekly Professional Learning Community (PLC) sessions to address any areas of deficiency and strategize for collective improvement. Ongoing monitoring ensures that instruction remains responsive and equitable, ultimately leading to increased proficiency and growth for all students in science.

Person responsible for monitoring outcome

Brett Patterson/Jennifer Napier

Evidence-based Intervention:

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

Description of Intervention #1:

Targeted-small group instruction

Rationale:

Teachers will provide differentiated, small-group instruction based on formative assessment data to address specific skill gaps. This approach is supported by research demonstrating increased student achievement because instruction is tailored to the readiness, interests, and learning profiles of students, making it more effective in helping them master challenging content.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Action-Based Learning strategies**Rationale:**

Research shows physical activity linked to learning can improve memory, focus, and critical thinking. When students actively participate, they are more likely to retain and apply science concepts. Additionally, Teachers can observe students during active tasks to identify misunderstandings in real time, allowing immediate targeted support.

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

Action steps to Implement Evidence-Based Science Interventions

Person Monitoring:

Brett Patterson/Jennifer Napier

By When/Frequency:

Bi-weekly

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

1. Provide Targeted Small-Group Instruction a. Organize students into flexible groups based on data. b. Plan and deliver differentiated lessons focused on identified areas of need. c. Use formative assessments to monitor group progress regularly.

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.

As indicated by the Civics Assessment, 79% of the performance levels of incoming students achieved a level 3 or above. The gap could be occurring due to the need for targeted, engaging instruction and revisiting the benchmarks to relearn/reinforce concepts.

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 June 2026, we are committed to ensuring that at least 84% 7th grade (Civics) students will reach

or exceed grade level proficiency as measured by the Civics Assessment

Monitoring

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

Teachers will analyze student cycle and ongoing unit assessment data, collaborating in subject- and grade-level teams to monitor progress and identify trends. Data findings will be discussed in PLCs with administration following each cycle assessment. Teachers will use this data to adjust instruction, track student growth over time, and implement targeted supports as needed.

Person responsible for monitoring outcome

Brett Patterson/Jennifer Napier

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:

Assist staff in effectively using data to design student interactions that differentiate instruction, incorporate spiral review, and address individual learning needs—ensuring all students receive targeted support. This includes guiding staff in analyzing formative and summative data, collaborating in PLCs, and refining instructional strategies to promote academic growth.

Rationale:

Data analysis includes a comprehensive review of both formative and summative assessments to identify specific skills that require reteaching or reinforcement. Individualized student data is closely examined and shared with staff to inform targeted instructional decisions. This approach enables teachers to differentiate instruction, implement spiral review, and provide remediation tailored to each student's unique needs—ensuring that the educational needs of each student are met.

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

Action Steps to Implement Evidence-Based Social Studies Interventions

Person Monitoring:

Brett Patterson/Jennifer Napier

By When/Frequency:

Bi-weekly

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

1. Provide Targeted Small-Group Instruction a. Organize students into flexible groups based on data.
- b. Plan and deliver differentiated lessons focused on identified areas of need.
- c. Use formative assessments to monitor group progress regularly.

Action Step #2

Spiral Review

Person Monitoring:

Brett Patterson/Jennifer Napier

By When/Frequency:

Ongoing

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

Teachers plan for spiraled review on content and historical thinking skills using district provided resources to ensure continuous review of critical content is being addressed; spiraling is assessed through district unit assessments

Action Step #3

Writing in Response to Text

Person Monitoring:

Brett Patterson/Jennifer Napier

By When/Frequency:

Ongoing

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

Teachers will employ Document-Based Questions (DBQs) to assess students' capacity to comprehend and analyze various sources and construct a clear, complex argument.

Area of Focus #5

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

Instructional Practice specifically relating to Student Engagement**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 area of focus for the 2025–26 school year is enhancing instructional practice by increasing student engagement through the use of Action-Based Learning (ABL) strategies across all grade levels (6–8). This approach emphasizes movement, collaboration, and hands-on experiences to promote deeper understanding of academic content.

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.

Mangrove Bay Middle School aims to increase the percentage of students achieving proficiency by 5% in math, ELA, science, and social studies during the 2025–2026 school year, based on 2024–2025 PM3 FAST and state/district assessment data.

Monitoring

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

The implementation and impact of action-based learning strategies will be monitored through a combination of instructional walkthroughs, student performance data, and ongoing professional collaboration. Additionally, review student performance data during bi-weekly PLC meetings with a focus on progress in small-group interventions. Reflect on the effectiveness of ABL strategies used in small groups and make instructional adjustments as needed. Track both academic progress and student engagement indicators to evaluate the overall impact of ABL on intervention success.

Person responsible for monitoring outcome

Brett Patterson/Jennifer Napier

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:

Action-Based Learning Instructional Practice

Rationale:

Supports Retention and Transfer of Learning. Research shows that active, kinesthetic learning strategies activates multiple areas of the brain and strengthens connections through repetition and movement. Additionally, this improves cognitive processing, memory retention, and student engagement—especially in core content areas like Math, ELA, Science, and Social Studies.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Bi-Weekly PLC Data Reviews

Rationale:

Using structured PLCs to analyze student data, adjust instruction, and share best practices supports teacher efficacy and data-driven instruction and had a positive impact on student learning.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

Instructional Walkthroughs and Feedback

Rationale:

Ongoing and consistent classroom observations tied to feedback and instructional coaching are

proven methods to improve teacher practice and instructional consistency.

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

Student-Centered Interventions with Action-Based Learning

Person Monitoring:

Brett Patterson/Jennifer Napier

By When/Frequency:

Daily/Weekly

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

1. Plan and Deliver ABL-Infused Small-Group Lessons Teachers will intentionally incorporate movement-based and hands-on strategies into small-group instruction to reinforce key concepts, such as using kinesthetic math manipulatives, literacy sorting games, or collaborative problem-solving tasks. Lessons will be aligned to identified skill gaps based on formative data. 2. Provide Professional Development on ABL Strategies Teachers will participate in on-site professional development focused on implementing action-based learning in intervention settings. PD will include model lessons, classroom applications, and resources tailored across content areas. 3. Monitor Student Progress and ABL Impact in PLCs Teachers will analyze student progress in bi-weekly PLC meetings, specifically tracking the performance of students receiving ABL-infused small-group interventions. Reflection and adjustment of strategies will be guided by formative assessment data and student engagement levels.

Area of Focus #6

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 requiring ESE services work towards mastery of meaningful Individual Education Plan (IEP) goals while learning the foundational skills necessary to access grade level content in the Least Restrictive Environment (LRE).

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 June 2026, the percentage of SWD students achieving PM3 proficiency will increase by 15% in each grade level as measured by the F.A.S.T PM3.

Monitoring

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

ESE student achievement will be monitored through consistent collaboration between general education teachers, VE specialists, and the behavioral specialist. VE specialists will conduct regular push-in support aligned to grade-level standards and IEP goals, providing documentation of services and student progress. Two Unique Skills classes will offer targeted instruction, with progress monitored through ongoing data collection, work samples, and formative assessments. The behavioral specialist will support students through data-driven behavior intervention plans and track behavior trends to inform supports. Student progress will be reviewed during monthly ESE team meetings and data chats, with adjustments made to interventions and instructional strategies as needed.

Additionally, the implementation and impact of action-based learning strategies will be monitored through a combination of instructional walkthroughs, student performance data, and ongoing professional collaboration. Additionally, review student performance data during bi-weekly PLC meetings with a focus on progress in small-group interventions. Reflect on the effectiveness of ABL strategies used in small groups and make instructional adjustments as needed. Track both academic progress and student engagement indicators to evaluate the overall impact of ABL on intervention success.

Person responsible for monitoring outcome

Patterson/Napier

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 a student-centered learning environment by incorporating high-impact, action-based engagement strategies—such as active learning—to promote deeper interaction with the content.

Rationale:

Enhancing a student-centered learning environment through high-impact, action-based engagement strategies empowers students to take ownership of their learning while promoting deeper cognitive engagement. All students must be challenged with questions set at the rigor level of the benchmark, or they should be expected to provide responses to assess their learning. Strategies such as active

learning and problem-based learning shift the instructional focus from passive reception to active participation, requiring students to think critically, collaborate, and apply their knowledge in meaningful ways. These approaches not only support mastery of content but also build essential 21st-century skills like communication, creativity, and problem-solving. By fostering an engaging and responsive classroom culture, this practice increases motivation, reduces off-task behavior, and leads to improved academic outcomes—particularly in content areas that require higher-order thinking and sustained focus.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

ESE students will receive targeted, individualized support in both academic and behavioral domains, in conjunction with high-quality general education instruction, to ensure increased achievement and social-emotional outcomes.

Rationale:

Data from classroom performance, progress monitoring tools, and IEP goal tracking indicate that ESE students require more individualized and consistent support to access grade-level standards and demonstrate growth. By providing targeted support in both academic and behavioral domains within the general education setting, when possible, we ensure ESE students have equitable access to learning and opportunities for meaningful progress.

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

Evaluating Instruction Through Engagement, Data, and Collaboration

Person Monitoring:

Patterson/Napier

By When/Frequency:

Weekly

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

1. Advancing Instructional Impact Through Action Based Learning a. Observation & Walkthrough Data: Administrative walkthroughs and peer instructional walks will be used to monitor implementation of active and problem-based learning strategies in classrooms. b. Instructional Coaching Feedback: Coaching sessions will provide feedback on the use of high-impact engagement strategies. c. Student Work Samples & Engagement Levels: Samples will be reviewed during PLCs to assess rigor and student engagement. 2. Implementing a Student Data Tracking System a. Tracker Completion & Accuracy Checks: Leadership will review trackers bi-weekly to ensure teachers are inputting data consistently and accurately. b. Individual Student Progress Reports: Growth over time will be monitored through periodic data reviews and comparison to benchmark goals. c. Data-Driven Planning Evidence: Lesson plans and small group plans will reflect adjustments based on tracker data. 3. Using PLCs for Data-Driven Instruction a. PLC Agendas & Minutes: Meeting documentation

will reflect the analysis of data, identification of trends, and action planning for instruction. b. Student Achievement Trends: Benchmark, formative, and summative assessment data will be analyzed to determine progress toward goals. c. Intervention Adjustments: The effectiveness of reteach/enrichment plans created in PLCs will be evaluated based on subsequent student performance. We will provide small group instruction focused on specific areas of need.

Action Step #2

Multi-tiered System of Support for ESE students

Person Monitoring:

Brett Patterson/Jennifer Napier

By When/Frequency:

Biweekly

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

1. Push-in services from VE specialists to provide in-class support aligned with IEP goals and grade-level standards. 2. Provide two Unique Skills classes offering targeted, small-group instruction in foundational academic and functional skills. 3. Behavioral specialist support focused on developing and implementing individualized behavior intervention plans (BIPs), with progress monitored through behavior tracking tools and collaboration with staff 4. Biweekly ESE team meetings to review student progress data and adjust instructional or behavioral strategies based on need

Area of Focus #7

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

Graduation/Acceleration specifically relating to Acceleration

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Acceleration represents the intentional efforts at MBMS to ensure students are challenged and supported at the highest level to support the student's transition to high school and beyond.

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.

Mangrove Bay Middle School is a newly established school; we do not have prior student data to review. However, we anticipate reaching 100% of our eligible students meeting accelerated criteria.

Monitoring

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

To improve student achievement in mathematics, teachers will utilize both formative and summative assessments—including classroom checks, exit tickets, standards-based quizzes, and unit assessments—to guide instruction, evaluate student understanding, and adjust pacing as needed.

Assessment results will be analyzed during bi-weekly PLCs to identify learning gaps, share high-impact instructional strategies, and ensure alignment to grade-level standards and rigor. Teachers will help familiarize students with the rigor and format of PM3-style questions and practice test-taking strategies.

Teachers and administrators will engage in a structured data review cycle every two weeks to closely monitor student proficiency on benchmark-aligned tasks. Based on this data, teachers will implement targeted interventions, small-group instruction, and extended learning opportunities to meet the diverse learning needs of students.

Students will take an active role in their learning by tracking their progress on standards and participating in regular data chats following each cycle assessment. This ownership promotes academic accountability.

Ongoing monitoring ensures that instruction remains responsive and equitable, ultimately leading to increased proficiency and growth for all students in mathematics.

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:

Mangrove Bay Middle School will implement several elements to strengthen academic achievement and increase student acceleration. All teachers are trained in Action-Based Learning and Project-Based Learning to increase instructional knowledge, processes, and impact. Student collaboration and movement will be implemented into all content areas to increase engagement and student agency in their learning.

Rationale:

Students will participate in accelerated courses to increase post-secondary readiness. Student success in accelerated classes will be monitored by classroom grades and success on district and state assessments.

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

Targeted differentiated instruction

Person Monitoring:

Patterson/Napier

By When/Frequency:

Bi-weekly

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

1. Provide Targeted Small-Group Instruction 2. Organize students into flexible groups based on data. 3. Plan and deliver differentiated lessons focused on identified areas of need. 4. Use formative assessments to monitor group progress regularly. 5. Spiraled review and scaffolding 6. Progress monitoring and feedback

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.

Mangrove Bay Middle School will continue to implement and refine its schoolwide PBIS framework (FLIP for Success) across grades 6–8. Our framework focuses on teaching and reinforcing positive behaviors through the school's core expectations: Focus on Learning, Listen Actively, Include Everyone, and Promote Positivity. When implemented with fidelity, PBIS enhances student engagement, reduces disruptive behavior, and increases instructional time.

This area of focus was identified based on prior year data, including behavior referrals in classrooms.

Mangrove Bay has been open one year and continuing to strengthen our PBIS system is essential to promote a safe, inclusive, and academically focused environment that supports overall student growth.

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.

Increase the percentage of students earning positive behavior incentives (e.g., FLIP tickets, event participation) by 10% across all grade levels.

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.

Implementation and impact of PBIS will be monitored through discipline data tracking, PBIS Team

Reviews, and student recognition.

Person responsible for monitoring outcome

Patterson/Napier/Collins

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:

Explicit teaching and modeling of schoolwide behavior expectations (FLIP for Success) and consistent use of positive reinforcement and recognition.

Rationale:

Students receive direct instruction and practice opportunities in expected behaviors across all settings and students are acknowledged through FLIP tickets and access to reinforcement events, which motivate and reinforce prosocial behavior.

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 Discipline Tracking

Person Monitoring:

Patterson/Napier/Collins

By When/Frequency:

Monthly

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

Behavioral data (e.g., referrals, minor incident reports) will be reviewed monthly to identify trends, adjust interventions, and ensure consistency across grade levels.

Action Step #2

PBIS Team Reviews

Person Monitoring:

Patterson/Napier/Collins

By When/Frequency:

Bi-weekly

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

The PBIS team will meet bi-weekly to evaluate program effectiveness and plan targeted supports or reteaching of expectations where needed.

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