PALM HARBOR 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

Educate and Prepare Each Student for College, Career, and Life

Provide the school's vision statement

100% Student Success

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name
Peggy Dupee

dupeep@pcsb.org

Position Title
Principal

Job Duties and Responsibilities

Manage and oversee the operations of the school. Ensure a safe learning environment in which all stakeholders are involved. Manage the Science, AVID, and Gifted programs.

Leadership Team Member #2

Employee's Name
Michelle Lampert

lampertm@pcsb.org

Position Title

Assistant Principal-6th grade

Job Duties and Responsibilities

Oversees the operations of the school. Manages Social Studies, testing, CTAE, Art, Music, and the Medical Academy.

Leadership Team Member #3

Employee's Name
Melissa Johnson

Johnsonmel@pcsb.org

Position Title
Assistant Principal-7th grade

Job Duties and Responsibilities

Oversees the operations of the school. Manages the ESE department, Math department, Advanced Placement, and the Master schedule.

Leadership Team Member #4

Employee's Name
Andrea Weaver

weavera@pcsb.org

Position Title
Assistant Principal- 8th grade

Job Duties and Responsibilities

Oversees the operations of the school. Manages ELA/Reading department, Foreign Language, and Health and P.E. She is also over athletics and building maintenance.

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.

The leadership team developed their specific subject area goals based on the 2024-2025 data and the ongoing work with teachers and curriculum specialists. In addition, staff and students were involved through the use of a school-wide survey provided by the principal and the AVID team at the end of the 2024-2025 school year in which staff and students were surveyed on the climate and culture of the school and the overall goals that were implemented in the current 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 will be monitored monthly with the administrative team to ensure we progress toward our intended goals. In addition, after each testing cycle, we will monitor where we are progressing and revamp as necessary. If we lack certain goals or subgroups, we will work with District specialists to focus on those areas of need and make adjustments in the classrooms

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	**34.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)** **ENGLISH LANGUAGE LEARNERS (ELL)** **ASIAN STUDENTS (ASN)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: A** **2023-24: B** **2022-23: B** **2021-22: C** **2020-21:**

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment							301	368	306	975
Absent 10% or more school days							33	60	52	145
One or more suspensions							6	15	11	32
Course failure in English Language Arts (ELA)							3	9	15	27
Course failure in Math							10	26	24	60
Level 1 on statewide ELA assessment							17	48	54	119
Level 1 on statewide Math assessment							16	38	25	79
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							10	56	46	112

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							3	15	13	31
Students retained two or more times							1	0	0	1

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days							52	76	71	199
One or more suspensions							8	19	19	46
Course failure in English Language Arts (ELA)							4	18	16	38
Course failure in Math							29	19	13	61
Level 1 on statewide ELA assessment							31	46	55	132
Level 1 on statewide Math assessment							23	31	49	103
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							23	48	50	121

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							2	3	8	13
Students retained two or more times							1	2	2	5

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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*	62	60	58	61	55	53	55	49	49
Grade 3 ELA Achievement			27			21			
ELA Learning Gains	53	59	59	60	58	56	60	55	49
ELA Lowest 25th Percentile	43	52	52	56	53	50	56	50	
Math Achievement*	71	65	63	66	61	60	66	58	56
Math Learning Gains	55	60	62	57	61	62			
Math Lowest 25th Percentile	52	59	57	56	59	60			
Science Achievement	69	59	54	57	52	51	57	48	49
Social Studies Achievement*	85	79	73	84	75	70	78	69	68
Math Lowest 25th Percentile									
Graduation Rate									
Middle School Acceleration	86	84	77	70	80	74	63	77	73
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	76	49	53	30	44	49	46	38	40

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	65%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	652
Total Components for the FPPI	10
Percent Tested	96%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
65%	60%	60%	53%	54%		64%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

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

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	43%	No		
English Language Learners	53%	No		
Asian Students	72%	No		
Black/African American Students	41%	No		
Hispanic Students	63%	No		
Multiracial Students	64%	No		
White Students	65%	No		
Economically Disadvantaged Students	59%	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	62%		53%	43%	71%	55%	52%	69%	85%	86%			76%
Students With Disabilities	21%		40%	39%	38%	45%	38%	26%	50%	71%			63%
English Language Learners	32%		56%	51%	46%	44%	41%	44%	67%	73%			76%
Asian Students	87%		67%		87%	47%							
Black/African American Students	33%		43%		50%	41%	40%						
Hispanic Students	57%		57%	45%	67%	51%	47%	64%	73%	86%			79%
Multiracial Students	63%		50%		82%	59%							
White Students	64%		52%	42%	72%	56%	55%	70%	88%	86%			64%
Economically Disadvantaged Students	51%		50%	42%	61%	52%	48%	59%	77%	78%			67%

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	61%		60%	56%	66%	57%	56%	57%	84%	70%			30%
Students With Disabilities	20%		39%	41%	38%	48%	49%	27%	62%	58%			11%
English Language Learners	21%		49%	57%	35%	49%	58%	27%	50%				30%
Asian Students	81%		73%		93%	86%							
Black/African American Students	35%		49%	43%	44%	57%	62%	17%	55%				
Hispanic Students	54%		58%	58%	52%	51%	59%	51%	80%	67%			30%
Multiracial Students	48%		54%		67%	62%							
White Students	64%		61%	57%	70%	57%	55%	61%	87%	70%			15%
Economically Disadvantaged Students	50%		55%	51%	56%	56%	59%	45%	76%	68%			29%

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	55%				66%			57%	78%	63%			46%
Students With Disabilities	14%				24%			3%	41%				20%
English Language Learners	26%				39%			33%	93%				38%
Asian Students	79%				87%			69%		74%			
Black/African American Students	42%				42%			33%	50%				
Hispanic Students	54%				60%			57%	79%	60%			35%
Multiracial Students	57%				69%			53%	77%	58%			
White Students	55%				68%			57%	78%	63%			
Economically Disadvantaged Students	48%				55%			50%	71%	60%			29%

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

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

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

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	64%	61%	3%	60%	4%
ELA	7	54%	59%	-5%	57%	-3%
ELA	8	68%	59%	9%	55%	13%
Math	6	68%	63%	5%	60%	8%
Math	7	48%	33%	15%	50%	-2%
Math	8	70%	64%	6%	57%	13%
Science	8	69%	58%	11%	49%	20%
Civics		86%	78%	8%	71%	15%
Algebra		87%	59%	28%	54%	33%
Geometry		100%	53%	47%	54%	46%
Biology		*data suppressed due to fewer than 10 students or all tested students scoring the same.				
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Civics		*data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra		*data suppressed due to fewer than 10 students or all tested students scoring the same.				

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?

 Science showed the highest improvement; they went up 12 12-point overall. We, as an administrative team, pushed more into all our classes to assist with small groups and one-on-one instruction, in addition to incorporating quarter challenges with these students to continue the motivation between testing cycles. We also did a 6-week push in which we strategically had members of the school team take a grade level or subject area to work specifically with our level two L25 students, where we wanted to target these students for remediation, as they were going to give us the most points in our school grade.

Lowest Performance

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

 Our 7th-grade students showed the lowest performance in both math and ELA. These students did not perform well as 6th graders, and this trend leads me to believe they will not perform well in 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 cells in ELA and Math learning gains and L25 learning gains showed the most decline. We attribute this to our teachers needing to be more aware of these students sitting in their classes and ensuring that they focus on these students to help them improve significantly.

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.

 Our 7th-grade Math and ELA were the only subgroups that declined; therefore, they had the greatest gap. The state was at a 50% pass rate, and our school was at a 48% pass rate in Math. The state was at a 57% pass rate, and our school was at a 54% pass rate. I attribute this to low scores across the board in 7th grade, which is a concern for next year as they will be our 8th grade students and will

need the most intervention. We will focus on more remediation with rising 7th-grade students to raise these scores.

EWS Areas of Concern

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

1. Black data overall
2. ESE data overall

Highest Priorities

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

1. Rising 7th graders and their data
2. ESE data
3. L25 learning gains in Math and ELA
4. Learning gains overall in Math and ELA

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 62% of our students are proficient on the 2025 FAST ELA PM3. We expect our performance level to increase to 65% of our student's meeting proficiency by the Spring 2026 Progress Monitoring assessment (F.A.S.T.). The problem/gap is occurring because students are not consistently being released to read and respond to appropriate grade-level, benchmark-aligned tasks. If teachers identify critical content and intentionally plan explicit benchmark-aligned instruction based upon the district's "gold documents" and allow students ample time to engage in meaningful, rigorous tasks with eyes on text, an increase in student achievement will occur.

Measurable Outcome

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

The percentage of all students achieving ELA proficiency will increase from 62% to 64%, as measured by Spring 2026 Progress Monitoring assessment (F.A.S.T.).

Monitoring

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

Enhance staff capacity to identify content from the BEST Benchmarks that will create opportunities for collaboration around higher-order thinking questions and allow students to enter a productive struggle during each lesson. Strengthen teacher clarity so that teachers understand and plan for the "what" (benchmark demands), the "why" (making learning relevant and meaningful to students), and the "how" (steps to master the success criteria). When teachers plan and deliver intentional instruction centered around teacher clarity, students will engage in high-quality practice, which will accelerate achievement. Teachers will provide timely, specific feedback to accelerate achievement during independent practice. Consistent monitoring will occur throughout the year in between FAST

assessments to support teachers and students in intensive reading.

Person responsible for monitoring outcome
Andrea Weaver

Evidence-based Intervention:

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

Description of Intervention #1:
Support staff to utilize data to organize students to engage with content using academic discourse
and critical thinking. Support staff with the implementation of on-grade-level instruction based on
achievement level descriptors to ensure rigorous course content for all students

Rationale:
Creating a systematic plan that conducts routine data analysis will allow teachers to implement more
focused lessons. By pinpointing areas of need for growth, they can be infused throughout a variety of
other lessons through reinforcement, academic discourse, and remediation. Additionally, data
analysis affords opportunities for rotations and small group instruction to occur routinely.

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
Ensure proper placement of students into reading and an appropriate level of ELA cohort.

Person Monitoring:	**By When/Frequency:**
Melissa Johnson and Andrea Weaver	June-August 2025

**Describe the Action to Be Taken and how the school will monitor the impact of this action
step:**
If our test scores progress from prior year PM3 to current year PM3, then we will know that our
intentional scheduling worked. Consistent monitoring that will occur throughout the year, in between
FAST assessments, to support teachers and students in intensive reading classes. I ready
diagnostics and weekly lesson progress will be reviewed by teachers and administrators, and bi-
weekly classroom walkthroughs utilizing the intensive reading look-for document will be conducted to
ensure teachers are providing targeted instruction and students are improving reading
comprehension. PLCs will be held with ELA teachers to track striving readers' progress on formative
assessments, including classwork, and to create support plans.

Action Step #2
Utilize a TDE to give teachers and administrators the ability to visit other teachers at other schools
and analyze FAST data and i-Ready diagnostic data; conduct data chats and set individual student
goals.

Person Monitoring:
Andrea Weaver, all Reading and ELA teachers

By When/Frequency:
September 2025, December/January 2026, May 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
If our test scores progress from prior year PM3 to current year PM3, then we know that allowing teachers the opportunity to see other model teachers and model classrooms in action worked to help improve test scores.

Action Step #3
Leverage the use of awards to celebrate literacy achievements

Person Monitoring:
ELA teachers, Andrea Weaver, Peggy Dupee

By When/Frequency:
August 2025 – May 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
If our test scores progress from prior year PM3 to current year PM3, then we know the competitions and celebrating students helped to motivate our students and assess their individual academic growth.

Action Step #4
Administrators will create a schedule for regular classroom visits to conduct small group support with The ELA classes

Person Monitoring:
Andrea Weaver, Michelle Lampert, Peggy Dupee

By When/Frequency:
August 2025, adjustments made in January 2026 after PM2

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
If our test scores progress from prior year PM3 to current year PM3, then we know being intentional by pushing into these classes will help to increase scores with our lowest struggling level 1 and 2 students and our L25 students..

Action Step #5
Administer monthly schoolwide Reading and writing tasks in response to texts to include targeted writing goals

Person Monitoring:
AVID committee, ELA teachers, Andrea Weaver, Peggy Dupee

By When/Frequency:
August 2025 – April 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
If our test scores progress from prior year PM3 to current year PM3, then we know by encouraging these reading and writing lessons are helping to ensure that our students our reading grade level text and having to respond to grade level text and that doing it monthly in all classes ensures students are being exposed even when sitting in a non-ELA class. ELA teachers will meet in PLCs with Science and Social Studies teachers to do cross-curricular planning of ELA strategies that can be used in their respective subject areas to help with our Reading and writing goals.

Action Step #6
ELA/reading teachers meet twice per quarter in intentional PLCs to focus on our schoolwide PD goals for the quarter using student artifacts to drive discussion. Teachers will rotate sharing artifacts and

ways to support students who continue to struggle with content and tasks.

Person Monitoring:
Kim Evangelisti, Andrea Weaver

By When/Frequency:
Monthly through May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
If our test scores increase from the Prior year PM3 to the current year PM3, then we know that encouraging these monthly lessons is helping our students to do better on their state testing. Our ELA teachers will meet in cross-curricular PLCs with Science and Social studies teachers to support these initiatives.

Action Step #7
Once a quarter ELA, Science, and Social Studies teachers will meeting an additional PLC to align writing tasks

Person Monitoring:
All ELA/ Reading / SS/ Science teachers

By When/Frequency:
August 2025 – April 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
If our test scores increase from the prior year PM3 to the current year PM3, then we know that allowing teachers to have cross-curricular PLCs to discuss texts and best practices helps our students do better in testing.

Action Step #8
Looking at the rising 7th grade PM3 data, we have established it is the lowest of the three grades levels. Through the use of TDEs, district coaches, intentional data chats, and focused classroom visits we will monitor and support instruction in these classrooms.

Person Monitoring:
8th grade reading teacher, district personnel including staff developer, administration.

By When/Frequency:
August 2025 – April 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
If our test scores increase from the prior year PM3 to the current year PM3, then we know the intentionality of focusing on these students and having district coaches work with these teachers, we can help improve our 8th-grade scores.

Area of Focus #2

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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

Our current level of performance is 72% proficient on the 2024-2025 FAST PM 3 test. We expect our performance level to be at least 78% proficient in mathematics achievement by the 2025-2026 PM3 FAST assessment. The problem/gap is occurring because lessons are not engaging students in

rigorous learning activities involving academic discourse and complex problem-solving. If instruction engages students in benchmark-aligned rigorous learning activities involving academic discourse and complex problem-solving, student achievement will increase 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.

The percentage of all students achieving math proficiency will increase from 72% to 78%, as measured by the 2026 PM3 FAST.

Monitoring

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

Teachers collaboratively plan learning targets and learning tasks to align with the FAST standards for Mathematics. Within PLC and/or common planning, teachers utilize student data to collaboratively plan rigorous, standards-based learning opportunities that engage students with specific standards where there are opportunities to improve. Teachers participate in ongoing professional development focused on engaging students, academic discourse, and critical thinking.

Person responsible for monitoring outcome
Melissa Johnson

Evidence-based Intervention:

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

Description of Intervention #1:
Support staff to utilize data to organize students to engage with content using academic discourse and critical thinking. Support staff with the implementation of on grade level instruction based on achievement level descriptors to ensure rigorous course content to all students.

Rationale:
Creating a systematic plan that conducts routine data analysis will allow teachers to implement more focused lessons. By pinpointing areas of need for growth, they can be infused throughout a variety of other lessons through reinforcement, academic discourse, and remediation. Additionally, data analysis affords opportunities for rotations and small group instruction to occur routinely.

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
Mathematics teachers participate in professional learning opportunities around the FAST Standards, The Mathematical Thinking & Reasoning Standards and Academic Discourse in the Math Classroom. Teachers will utilize: Biweekly PLCs, Ongoing Math PD offerings, TDE day for planning, and collaboration among teaching peers within the school, at other schools, and the district math team members.

Person Monitoring:	**By When/Frequency:**
Melissa Johnson	Ongoing/daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
FAST scores will increase from PM1 to PM2 to PM3, and the use of the Unit test. Algebra and Geometry will use cycle testing.

Action Step #2
Teachers utilize systemic documents (adopted curriculum, pacing guides, etc.) to effectively plan for mathematics units that incorporate the MTR Standards and rigorous performance tasks aligned to the FAST standards for Mathematics.

Person Monitoring:	**By When/Frequency:**
Melissa Johnson	ongoing/daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
FAST scores will increase from PM1 to PM2 to PM3, and the use of the Unit test. Algebra and Geometry will use cycle testing.

Action Step #3
Teachers will conduct at least 1 student/teacher data chat per quarter that addresses students' individual strengths and opportunities to improve. The teacher will differentiate and provide remediation based on identified strengths and weaknesses in the FAST standards. Data to be used will be from PM1. PM2, formative assessments, and IXL diagnostic data.

Person Monitoring:	**By When/Frequency:**
Melissa Johnson	ongoing/each quarter

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
FAST scores will increase from PM1 to PM2 to PM3, and the use of the Unit test. Algebra and Geometry will use cycle testing.

Action Step #4
Utilize a TDE to give teachers and administrators the ability to visit other schools and teachers, and to analyze quarterly data; conduct data chats and set individual student goals.

Person Monitoring:	**By When/Frequency:**
Melissa Johnson	ongoing/each quarter

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
FAST scores will increase from PM1 to PM2 to PM3, and the use of the Unit test. Algebra and Geometry will use cycle testing.

Action Step #5
Leverage the use of incentives, including food and prizes, to motivate students to reach pre-determined learning goals set during teacher data chats.

Person Monitoring:	**By When/Frequency:**
Melissa Johnson	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
FAST scores will increase from PM1 to PM2 to PM3, and the use of the Unit test. Algebra and Geometry will use cycle testing

Action Step #6
Conduct regular Professional Learning Communities (PLCs), inclusive of data chats to review student Data to identify opportunities for improvement in instructional practices and student achievement. Data will come from the FAST PM1 and PM2 assessments, IXL, Instructional materials assessments, and/or teacher and district informal assessments. Utilize TDE for teachers to have data analysis and collaboration time (if available)

Person Monitoring:	**By When/Frequency:**
Melissa Johnson	Ongoing/Once per month.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
FAST scores will increase from PM1 to PM2 to PM3, and the use of the Unit test. Algebra and Geometry will use cycle testing.

Action Step #7
All math teachers will have common planning with their grade level's respective teacher.

Person Monitoring:	**By When/Frequency:**
Melissa Johnson	Daily/ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
FAST scores will increase from PM1 to PM2 to PM3, and the use of the Unit test. Algebra and Geometry will use cycle testing

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.

Based on the data reviewed, Science was the area we saw the largest increase with a jump of 12%. A thorough analysis reveals that there's a critical need for aligning standards and targets to address specific weaknesses to narrow the achievement gaps. The Science SSA data from 2025 serves as a pivotal guide in establishing instructional goals for the upcoming 2025/26 academic year.

PHMS anticipates facing significant challenges in the upcoming science scores due to the incoming 8th-grade class having the lowest ELA scores in 7th grade. It will be imperative that my teachers teaching Science 8 will have to be diligent in reviewing scores after each unit test to ensure remediation is done in the areas of weakness to help with the slide in this area. Fostering a positive culture within the educational environment is equally imperative.

Measurable Outcome

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

The percentage of students reaching proficiency will increase from 69% to 72% as measured by the Florida Statewide Science Assessment

Monitoring

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

Monitoring will be conducted via the district cycle assessment, formative and summative assessments, as well as classroom walkthroughs. Following these assessments, data chats will take place, leading to either remediation or enrichment activities as necessary

Person responsible for monitoring outcome

Peggy Dupee

Evidence-based Intervention:

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

Description of Intervention #1:

Enhance staff capacity to create engaging and intellectually challenging content. Assist staff in utilizing data to structure student interactions with content, thereby differentiating and scaffolding instruction to accommodate the needs of every learner. Implement targeted intervention programs for students who are significantly behind. This could include after-school tutoring, small group instruction, or one-on-one support. Establish a peer tutoring system where more advanced students or those who grasped the material well can help their classmates.

Rationale:

The data indicates a correlation between reading comprehension/exposure and science achievement and proficiency. Therefore, an intervention focusing on providing access to rigorous informational texts, particularly in science, is reasonable. By exposing these students to passages and engaging them in lessons that require the application of critical thinking and writing skills, we anticipate higher comprehension of science concepts. This approach will not only improve their understanding of science but also enhance their writing abilities

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
Assessment of Current Knowledge: Diagnostic Tests: Begin the school year with diagnostic assessments to determine the specific areas where students are struggling. This will help in tailoring instruction to address those gaps. Review of Past Performance: Analyze students' performance data from the previous year, including test scores and assignments, to identify common areas of difficulty.

Person Monitoring:	**By When/Frequency:**
Peggy Dupee	ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Our Mock assessment data will be used to help remediate areas of need to improve cycle testing. Utilize the use of content-specific teachers in the 6th and 7th grade to help remediate our 8th-grade students who are weak on those standards.

Action Step #2
Focused Intervention and Targeted Remediation: Implement targeted intervention programs for students who are significantly behind. This could include after-school tutoring, small group instruction, or one-on-one support. Peer Tutoring: Establish a peer tutoring system where more advanced students or those who grasp the material well can help their classmates

Person Monitoring:	**By When/Frequency:**
Peggy Dupee	ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Our students will be more prepared in class and their student work will improve. Utilize the use of content-specific teachers in the 6th and 7th grade to help remediate our 8th-grade students who are weak on those standards.

Action Step #3
Leverage the use of incentives, including food and prizes, to motivate students to reach predetermined learning goals set during teacher data chats.

Person Monitoring:	**By When/Frequency:**
Peggy Dupee	ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Our formative assessments will improve because students are competing against each other for the class with the best average.

Action Step #4
Utilize a TDE to give teachers and administrators the ability to observe other teachers at other schools and analyze quarterly data; conduct data chats and set individual student goals.

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

Peggy Dupee   ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Our overall scores will increase from last year to this year as teachers can get ideas from other teachers at other schools.

Area of Focus #4

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

Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale

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

Our current level of proficiency in Civics is 85% of our students are proficient on the 2025 Civics EOC. We expect our performance level to increase to 90% of our student's meeting proficiency by the Spring EOC. Our current level of proficiency in U.S. History is 67 % of our students demonstrating proficiency will increase to 70 %. Our Current level of proficiency in World History is 72% and our students ' proficiency will increase to 75%. The problem/gap is occurring because students ' are not consistently being released to read and respond to appropriate grade-level, benchmark-aligned tasks. If teachers identify critical content and intentionally plan explicit benchmark-aligned instruction based on the district's pacing guide and allow students ample time to engage in meaningful, rigorous tasks with eyes on the text, an increase in student achievement will occur

Measurable Outcome

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

The percentage of all students achieving Civics proficiency will increase from 85% to 90%, as measured by the Civics EOC. The percentage of all students achieving U.S. History proficiency will increase from 67% to 70%, as measured by the U.S History Final Exam. The percentage of all students achieving World History proficiency will increase from 72% to 75%, as measured by the World History Final Exam.

Monitoring

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

Enhance staff capacity to identify content from the NGSSS Benchmarks that will create opportunities for collaboration around higher-order thinking questions and allow students to enter a productive struggle during each lesson. Strengthen teacher clarity so that teachers understand and plan for the

"what" (benchmark demands), the "why" (making learning relevant and meaningful to students), and the "how" (steps to master the success criteria). When teachers plan and deliver intentional instruction centered around teacher clarity, students will engage in high-quality practice, which will accelerate achievement. Teachers will provide timely, specific feedback to accelerate achievement during independent practice.

Person responsible for monitoring outcome
Michelle Lampert

Evidence-based Intervention:

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

Description of Intervention #1:
Support staff to utilize data to organize students to engage with content using academic discourse and critical thinking. Support staff with the implementation of on-grade-level instruction based on achievement level descriptors to ensure rigorous course content for all students.

Rationale:
Creating a systematic plan that conducts routine data analysis will allow teachers to implement more focused lessons. By pinpointing areas of need for growth, they can be infused throughout a variety of other lessons through reinforcement, academic discourse, and remediation. Additionally, data analysis affords opportunities for rotations and small group instruction to occur routinely.

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
Utilize a TDE to give teachers and administrators the ability to observe teachers at other schools and analyze quarterly data; conduct data chats and set individual student goals.

Person Monitoring:	**By When/Frequency:**
Michelle Lampert	ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Our Civics scores will increase from Cycle 2 to Cycle 3. We will monitor through reviewing data analytics, meeting with individual teachers, and determining areas that need improvement. With the assistance of administrators doing weekly push-ins, we will see improvement in cycle assessments

Action Step #2
Leverage the use of incentives, including food and prizes, to motivate students to reach predetermined learning goals set during teacher data chats.

Person Monitoring:
Michelle Lampert

By When/Frequency:
ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Our Civics scores will increase from Cycle 2 to Cycle 3. We will monitor through reviewing data analytics, meeting with individual teachers, and determining areas that need improvement. With the assistance of administrators doing weekly push-ins, we will see improvements in cycle assessments.

Action Step #3
Administrators will create a schedule for regular classroom visits to conduct small group support with the Civics classes.

Person Monitoring:
Michelle Lampert

By When/Frequency:
August 2025, adjustments made in January 2026 after Q2

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Our Civics scores will increase from Cycle 2 to Cycle 3. We will monitor through reviewing data analytics, meeting with individual teachers, and determining areas that need improvement. With the assistance of administrators doing weekly push-ins, we will see improvements in cycle assessments.

Action Step #4
Administrators provide structures for planning/PLCs where teachers regularly engage in data/student work analysis as well as intellectual preparation, completing student tasks (i.e., close reading texts, answering teacher-posed questions, annotating texts, and lesson rehearsal, including planning for Scaffolds that address gaps or potential misconceptions in student learning. Effective Instruction Essentials Addressed: Formative Assessment & Feedback and Close Reading, and Annotation

Person Monitoring:
Michelle Lampert

By When/Frequency:
Weekly walk-throughs, Bi-weekly PLCs, peer observations, WICOR walks and teacher artifacts to support AVID CCI certification

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Our Civics scores will increase from Cycle 2 to Cycle 3. We will monitor through reviewing data analytics, meeting with individual teachers, and determining areas that need improvement. With the assistance of administrators doing weekly push-ins, we will see improvements in cycle assessments

Action Step #5
Teachers will continue incorporating various AVID strategies into lessons and open classrooms for peer observations to observe others. This is a formal process in our school title "Ghost Walks " and teachers are recognized for participating

Person Monitoring:
Michelle Lampert

By When/Frequency:
August 2025-May 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Our Civics scores will increase from Cycle 2 to Cycle 3. We will monitor through reviewing data analytics, meeting with individual teachers, and determining areas that need improvement. With the assistance of administrators doing weekly push-ins, we will see improvements in cycle assessments

Area of Focus #5

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

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

Area of Focus Description and Rationale

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

Our current level of performance for the 2025 FAST ELA PM3 is 62.7% proficiency for all students and 29.6% proficiency for our Black students. Our current level of performance for the 2025 FAST Math PM3 is 71.8% proficiency for all students and 46.2% proficiency for our Black students. We expect our Black student performance level to increase to 50% for ELA proficiency and 60% for Math proficiency on the Spring 2026 Progress Monitoring assessment (F.A.S.T.). The problem/gap is occurring because Black students are underrepresented in rigorous courses and would benefit from the support of AVID and more intensive social/emotional support. Suppose school counselors collaborate with stakeholders (instructors/students/parents) regarding academic placements for our Black students. In that case, those students may be enrolled in more rigorous courses, which could positively impact their performance on their FAST Assessments for the 25-26 school year.

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.

We expect our Black student performance level to increase to 50% for ELA proficiency and 60% for Math proficiency as measured by Spring 2026 Progress Monitoring assessment (F.A.S.T.).

Monitoring

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

We will meet with all students when school starts to ensure proper placement in rigorous classes. We will continue to meet with students monthly to ensure students are progressing in these classes and provide support if they are not. We will continue to progress monitor throughout the year to ensure the success of these students by maintaining open communication with the student, their family, and their teachers.

Person responsible for monitoring outcome

Administrators and Counselors

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
Ensure proper placement of Black students into ELA/Math/Sci/SS courses. Utilize data to make appropriate recommendations for increasing Black student enrollment into rigorous courses.

Person Monitoring:	**By When/Frequency:**
APC/Counselors	ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Our FAST scores will increase from PM1 to PM3

Action Step #2
Collaborate with stake holders regarding these academic placements (instructors/students/parents).

Person Monitoring:	**By When/Frequency:**
APC/School Counselors	ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Our FAST scores will increase from PM1 to PM3

Action Step #3
Increase the percentage of Black students enrolled in AVID to provide additional academic support

Person Monitoring:	**By When/Frequency:**
APC/School Counselors	ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Our FAST scores will increase from PM1 to PM3

Action Step #4
Assign Black students to staff members to provide weekly support and check ins.

Person Monitoring:	**By When/Frequency:**
Administrators/School counselors	ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Our FAST scores will increase from PM1 to PM3

Action Step #5

Leverage the use of incentives, including food and prizes, to motivate students to reach predetermined learning goals set during teacher data chat

Person Monitoring:
Administrators/School counselors

By When/Frequency:
ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Our FAST scores will increase from PM1 to PM3

IV. Positive Learning Environment

Area of Focus #1

Other: Positive Culture and Environment

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.

I came in as a new principal in the 2022-2023 school year. Staff had a high turnover in the school and were unhappy with their previous principal. Staff felt bullied by their former principal and unheard in their concerns. In the 2023-2024 school year, I implemented positive initiatives to increase staff morale and lessen turnover.

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 first year, my goal was to lessen turnover by 75%. Last year my turnover was 10% and this year my turnover was 5%. I would like to decrease my turnover to 1%. My school grade when I started was a C, which we raised to a B for the last two years. We are currently waiting on our final school grade, but I would like to increase it to an A

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.

Staff and student surveys were administered for feedback
Culture and PBIS committee monthly meetings to work on the initiatives for the school. Staff turnover decreases throughout the school year

Person responsible for monitoring outcome

Peggy Dupee

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:

Extensive initiatives have been implemented in the school to help with building up a culture in the school for both staff and students

Rationale:

Staff felt they were not heard in the school so by having meetings to provide feedback staff felt heard and the initiatives have helped to keep morale up within the school

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
Met with individual stakeholders to address concerns and steps to move forward

Person Monitoring:	**By When/Frequency:**
Peggy Dupee	ongoing

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

Implemented initiatives to encourage staff turnover: Perfect attendance lunch, Shoutouts at Faculty meetings, Food throughout the year, Staff shirts, Birthday cards/Sympathy cards/Baby & Wedding showers

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods
Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.
No Answer Entered

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

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

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

How Plan is Developed
If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

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

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

VII. Budget to Support Areas of Focus

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

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