

Pinellas County Schools

PINELLAS PARK MIDDLE SCHOOL



2025-26 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of Pinellas Park Middle School is to educate students for college, career, and a global society.

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

Kimberly Miller

millerkimb@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.

Leadership Team Member #2

Employee's Name

Rebecca Sullivan

sullivanre@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Administrator over ELA, 6th Grade Teaming Experience, English Language Learners, Parent Teacher Student Association, Curriculum and Instruction.

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

Suzanne Becker

beckers@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Administrator over Math, Exceptional Student Education, Multi-tiered System of Support, Child Study Team, and Positive Behavior Rewards System.

Leadership Team Member #4**Employee's Name**

Hilary Rubin

rubinh@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Administrator over Science, Social Studies, Cambridge Magnet Program, and School Advisory Council.

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.

Data will be collected during PLC's and through surveys for parents and students. All stakeholders will have additional opportunities at SAC, PTSA, and Title 1 meetings to provide additional information. As the SIP is a working document, it will be reviewed and updated throughout the school year to meet the needs of all our stakeholders.

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)).

Each PLC will review current test results and classroom data as a measurement against the SIP. The SBLT will conduct a schoolwide review. Adjustments will be made based on student performance as indicated by the data.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	MIDDLE/JR. HIGH 6-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	CSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: B 2023-24: B 2022-23: C 2021-22: C 2020-21: C

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							289	307	311	907
Absent 10% or more school days							70	68	76	214
One or more suspensions							18	39	47	104
Course failure in English Language Arts (ELA)							9	9	10	28
Course failure in Math							4	5	12	21
Level 1 on statewide ELA assessment							74	81	100	255
Level 1 on statewide Math assessment							66	57	73	196
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							43	75	86	204

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	3	5	8
Students retained two or more times							2	2	0	4

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							89	89	127	305
One or more suspensions							24	47	47	118
Course failure in English Language Arts (ELA)							2	18	9	29
Course failure in Math							2	4	6	12
Level 1 on statewide ELA assessment							83	102	112	297
Level 1 on statewide Math assessment							87	70	100	257
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							50	67	107	224

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									1	1
Students retained two or more times							4	2	2	8

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†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	45	60	58	43	55	53	42	49	49
Grade 3 ELA Achievement	27			21					
ELA Learning Gains	52	59	59	52	58	56			
ELA Lowest 25th Percentile	51	52	52	55	53	50			
Math Achievement*	54	65	63	54	61	60	54	58	56
Math Learning Gains	54	60	62	61	61	62			
Math Lowest 25th Percentile	58	59	57	56	59	60			
Science Achievement	48	59	54	42	52	51	42	48	49
Social Studies Achievement*	71	79	73	68	75	70	68	69	68
Graduation Rate									
Middle School Acceleration	79	84	77	80	80	74	76	77	73
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	44	49	53	45	44	49	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	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	56%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	556
Total Components for the FPPI	10
Percent Tested	95%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
56%	56%	54%	47%	41%		52%

* 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	31%	Yes	6	1
English Language Learners	54%	No		
Asian Students	74%	No		
Black/African American Students	46%	No		
Hispanic Students	56%	No		
Multiracial Students	51%	No		
White Students	55%	No		
Economically Disadvantaged Students	54%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	45%		52%	51%	54%	54%	58%	48%	71%	79%			44%
Students With Disabilities	9%		33%	44%	25%	38%	44%	17%	36%	50%			18%
English Language Learners	36%		55%	50%	49%	57%	57%	43%	65%	79%			44%
Asian Students	68%		72%	65%	81%	72%	80%	68%	97%	88%			47%
Black/African American Students	32%		46%	42%	38%	57%	61%	24%	43%	69%			
Hispanic Students	42%		51%	52%	52%	52%	59%	50%	72%	83%			44%
Multiracial Students	33%		44%	67%	45%	42%	53%	40%	80%				
White Students	46%		51%	51%	55%	50%	53%	48%	73%	73%			50%
Economically Disadvantaged Students	42%		52%	51%	52%	54%	61%	42%	69%	75%			46%
07/2025													

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	43%		52%	55%	54%	61%	56%	42%	68%	80%			45%
Students With Disabilities	10%		48%	56%	20%	54%	60%	17%	43%	58%			7%
English Language Learners	34%		55%	50%	52%	61%	62%	33%	61%	76%			45%
Asian Students	64%		63%	58%	74%	67%	79%	49%	80%	84%			50%
Black/African American Students	28%		51%	54%	29%	52%	53%	23%	56%	81%			
Hispanic Students	40%		50%	56%	58%	63%	52%	48%	67%	79%			38%
Multiracial Students	41%		42%	45%	55%	58%	57%	44%	41%	69%			
White Students	44%		52%	56%	56%	60%	55%	43%	72%	81%			60%
Economically Disadvantaged Students	39%		51%	55%	51%	59%	56%	39%	66%	80%			45%

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	42%				54%			42%	68%	76%			49%
Students With Disabilities	8%				21%			12%	30%				38%
English Language Learners	32%				52%			26%	57%	81%			44%
Asian Students	59%				73%			65%	78%	80%			45%
Black/African American Students	26%				37%			22%	48%	64%			
Hispanic Students	38%				54%			38%	67%	84%			45%
Multiracial Students	39%				50%			24%	89%	30%			
White Students	44%				55%			48%	71%	79%			43%
Economically Disadvantaged Students	37%				51%			35%	63%	72%			40%

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	48%	61%	-13%	60%	-12%
ELA	7	42%	59%	-17%	57%	-15%
ELA	8	42%	59%	-17%	55%	-13%
Math	6	60%	63%	-3%	60%	0%
Math	7	22%	33%	-11%	50%	-28%
Math	8	42%	64%	-22%	57%	-15%
Science	8	47%	58%	-11%	49%	-2%
Civics		71%	78%	-7%	71%	0%
Algebra		77%	59%	18%	54%	23%
Geometry		100%	53%	47%	54%	46%

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?

ELA: ELA 8 showed the most improvement. New actions in this area include access and use of the Gold Doc, consistent adherence to the pacing guide, and attendance at ELA Module Rollouts.

MATH: 6th grade showed the greatest improvement. Majority of 6th grade teachers met after school on a regular basis to common plan. The 6th grade team is the most experienced in content knowledge. (49.8% to 60.94% proficiency).

Lowest Performance

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

ELA: 7th grade showed the lowest proficiency performance and the only proficiency decline. Several factors play a role, including limited teacher experience and content knowledge, insufficient depth of understanding of benchmarks, and inconsistent adherence to the pacing guide.

MATH: 7th grade regular followed by pre-algebra based on proficiency and gains. Some factors contributing are lack of common planning and collaboration for all 7th grade reg. and pre-algebra teachers and need for growth in content delivery. (60.2% to 48.62% proficiency)

Greatest Decline

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

ELA: The greatest decline from the prior year was a 3.3% decline in ELA 7. Several factors play a role, including limited teacher experience and content knowledge, insufficient depth of understanding of benchmarks, and inconsistent adherence to the pacing guide.

MATH: The greatest decline from the prior year based on overall scores is 7th grade (60.2% to

48.62% proficiency). Some factors contributing are lack of common planning and collaboration for all 7th grade reg. and pre-algebra teachers. Attendance issues for select teachers, need for more behavior management for select teachers as well as lack of high expectations, and need to increase rigor and engagement in content.

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.

ELA: 7th grade- several factors play a role, including limited teacher experience and content knowledge, insufficient depth of understanding of benchmarks, and inconsistent adherence to the pacing guide.

MATH: 7th grade and pre-algebra had the greatest gap. One factor for this gap, there are still counties that give the 7th grade test to their 7th accelerated students, Pinellas County only gives 7th regular the 7th grade test. Attendance issues for select teachers, need for more behavior management for select teachers as well as lack of high expectations, and need to increase rigor and engagement in content.

EWS Areas of Concern

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

ELA: Potential areas of concern are Level 2.1 and 2.2 students.

Math: Potential areas of concern are 7th grade regular and pre-algebra students.

Increase achievement in ELA, Math, and Science for our African American and ESE students.

Highest Priorities

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

2025-2026 Pinellas Park Middle School WIGS (Wildly Important Goals)

1. Intentional and explicit lesson planning
 - Common planning and PLC's
 - Backwards planning
 - Unpack the standard(s)
 - Do the student work
 - Identify student "struggle" areas/misconceptions
 - Lesson practice

2. Reading and writing in response to grade level text
 - Opportunities to read

- Opportunities to discuss

- Opportunities to write

3. Student Centered Classrooms

- Accountable student talk

- Managing response rates

- Monitoring with feedback

- Structured and intentional small groups

- Self-directed learners

- Collaborative groups vs. small groups

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 45% ELA achievement, as evidence in the 2024-2025 spring FAST. ELA is a crucial area of focus due to the continued gap between school and state proficiency. The problem/gap is occurring due to teachers having insufficient depth of understanding of benchmarks and students not being consistently released to read and respond to appropriate grade-level, benchmark aligned tasks.

Measurable Outcome

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

The percent of all students' achievement in ELA will increase from 45% to 55% as measured by the 2025-2026 ELA FAST.

Monitoring

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

This Area of Focus will be monitored through Module Assessment data, evidence of Pop-Up Small Groups, evidence of using district instructional materials, data discussions in weekly PLCs, continuing walkthroughs and observations.

Person responsible for monitoring outcome

Rebecca Sullivan, Assistant Principal

Evidence-based Intervention:

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

Description of Intervention #1:

Intentional and Explicit planning-Weekly PLCs to complete Student Work Protocol, review data from Module Assessments, plan Pop-Up Small Groups, lesson practice, and do the student work. Reading and writing in response to text-Pop-Up Small Groups embedded in daily lessons for the three target groups. Student Centered Classrooms-Explicit instruction, modeled instruction, guided practice, and independent practice aligned to the benchmark/target. Administrators to conduct data analysis and disaggregate data after each PM cycle (Fall, Winter, Summer). Administrators to use data to plan for the next school year over the summer.

Rationale:

Utilizing explicit instruction, small group intervention, and weekly planning to review student work ensures targeted, effective teaching. Explicit instruction clarifies concepts, small group interventions address individual needs, and regular review of student work enables timely feedback and adjustments, fostering a more responsive and supportive learning environment.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Intentional and Explicit Planning

Person Monitoring:

Rebecca Sullivan, Assistant Principal and Casey Fahey Reading coach

By When/Frequency:

Weekly and Monthly

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

Teachers utilize Gold Docs as a resource to support the implementation of grade-appropriate complex texts and connected tasks. Administration to support and monitor the implementation/use. Teachers/coach participate in weekly collaborative planning to create engaging standards-based tasks with target aligned to BEST Benchmarks with a focus on lesson fidelity, pop up small groups, extension and enrichment activities. *Planning includes working through the lesson. 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.

Action Step #2

Reading and Writing in Response to Text

Person Monitoring:

By When/Frequency:

Rebecca Sullivan, Assistant Principal and Casey Fahey Reading coach Daily

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

ELA/Reading teachers prioritize ELA/Reading teachers prioritize engaging students in immense amounts of reading, discussion, and writing ensuring ample time is given to students to read and write appropriate grade-level text (while applying foundational skills) with high-quality feedback and opportunities to use that feedback. Administrators, teachers, Literacy coach engage in ELA-focused learning walks/discussions with a focus on target/task alignment and cognitively engaging learning opportunities for students.

Action Step #3

Student Centered Classrooms

Person Monitoring:

Rebecca Sullivan, Assistant Principal and Casey Fahey Reading coach Daily

By When/Frequency:

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

ELA/Reading teachers prioritize engaging students in immense amounts of reading, discussion, and writing ensuring ample time is given to students to read and write appropriate grade-level text (while applying foundational skills) with high-quality feedback and opportunities to use that feedback. Teachers monitor engagement/learning and provide daily specific academic feedback to students. Administrators, teachers, Literacy coach engage in ELA-focused learning walks/discussions with a focus on target/task alignment and cognitively engaging learning opportunities for students

Action Step #4

Professional Development

Person Monitoring:

Rebecca Sullivan, Assistant Principal and Casey Fahey Reading coach Monthly

By When/Frequency:

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

ELA and Reading teachers will attend professional development and will receive coaching around instruction using B.E.S.T. Benchmarks and district curriculum resources (module rollouts) to provide all students with consistent opportunities to engage in complex, grade-level content, knowledge building, and tasks aligned to the rigor of the standard/benchmark. All ELA teachers receive professional development and ongoing support with the Gradual Release of Responsibility Model. The GRRM can be supported and modeled by Instructional Coaches, District ISDs, and ELA Admin. Teachers/coach/administration to participate in ongoing professional development focused on differentiation and best practices in ELA (school based, district based, conference attendance).

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 54% Mathematics achievement, as evidenced in the 2024-2025 spring FAST. This was also the level of performance for 2024-2025. We have remained constant.

Our main focus being on 6th grade regular math, 7th grade regular math and Pre-Algebra based on the lack of significant growth in scores.

The problem/gap is occurring because students are not cognitively engaged with the content through learning activities that engage them in academic discourse, problem solving, and critical thinking. A lack of high expectations and need to increase rigor of standards-based tasks and engagement in 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.

The percent of all students' achievement in mathematics will increase from 54% to 64%, as measured by the 2025-2026 FAST PM 3.

Monitoring

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

The percent of all students' achievement in mathematics will increase from 54% to 56%, as measured by the 2025-2026 FAST PM 3.

Person responsible for monitoring outcome

Suzanne Becker, Assistant Principal

Evidence-based Intervention:

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

Description of Intervention #1:

Intentional and explicit lesson planning-Use of curriculum guides to create standards-based tasks with target aligned to BEST Benchmarks with a focus on achievement levels descriptors and Mathematical Thinking and Reasoning Standards (MTRs). Use of B1G-M components for vertical and horizontal alignment of content to drive instruction. Reading and Writing in Response to Text-opportunities for students to read, discuss, and write in Math (think critically and engage in academic discourse) Student Centered Classrooms-Engaging activities that require higher level thinking, problem solving and collaboration. Explicit instruction with release of responsibility. Administrators to

conduct data analysis and disaggregate data after each PM cycle (Fall, Winter, Summer).
Administrators to use data to plan for the next school year over the summer.

Rationale:

By aligning tasks to these benchmarks and descriptors, educators can create meaningful learning experiences that promote student growth. Alignment also ensures that the curriculum is consistent with enabling students to reach the milestones outlined in the standards. Vertical alignment ensures that standards build upon one another as students progress through grade levels, while horizontal alignment ensures coherence within grade levels. Engaging activities foster higher-level thinking, problem-solving, and collaboration. Explicit instruction, coupled with a gradual release of responsibility, ensures students understand concepts thoroughly.

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

Intentional and Explicit Lesson Planning

Person Monitoring:

Suzanne Becker, Assistant Principal and Jeanne Zimet, Math Coach

By When/Frequency:

Weekly and Monthly

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

Teachers utilize systemic documents (adopted curriculum, pacing guides etc.) to effectively plan for mathematics units that incorporate the Mathematical Thinking and Reasoning Standards and rigorous performance tasks aligned to the BEST Benchmarks for Mathematics and the Achievement Level Descriptors. Use district created lesson plans with fidelity (for applicable courses). Teachers/coach participate in weekly collaborative planning to create engaging standards-based tasks with target aligned to BEST Benchmarks with a focus on achievement levels descriptors and activities that require higher level thinking, problem solving and collaboration. *Planning includes working through the lesson. Teachers/coach/administration participate in monthly (PLC's) inclusive of 'Data Chats' to review student data to identify and plan for cognitively engaging learning activities, including remediation.

Action Step #2

Reading and Response to Text

Person Monitoring:

Suzanne Becker, Assistant Principal and Jeanne Zimet

By When/Frequency:

Daily

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

Teachers provide students with cognitively engaging learning activities daily that require students to read, problem solve, think critically, write, and have academic discourse with their peers and teacher. Administrators, teachers, Math coach engage in mathematics-focused learning walks/discussions with a focus on target/task alignment and cognitively engaging learning opportunities for students.

Action Step #3

Student Centered Classrooms

Person Monitoring:

Suzanne Becker, Assistant Principal and Jeanne Zimet, Math Coach

By When/Frequency:

Daily

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

Teachers provide students with cognitively engaging learning activities daily that require students to read, problem solve, think critically, write, and have academic discourse with their peers and teacher. Teachers monitor engagement/learning and provide daily specific academic feedback to students. Administrators/teachers/Math coach engage in mathematics-focused learning walks/discussions with a focus on target/task alignment and cognitively engaging learning opportunities for students.

Action Step #4

Professional Development

Person Monitoring:

Suzanne Becker, Assistant Principal and Jeanne Zimet, Math Coach

By When/Frequency:

Monthly

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

Teachers/coach/administration will attend district monthly math PDs based on content. Teachers/coach/administration to participate in ongoing professional development focused on differentiation and best practices in Mathematics (school based, district based, conference attendance).

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.

Our current level of performance is 48% Science achievement, as measured by the Spring 2025 Grade 8 Statewide Science Assessment.

The existing concerns can be linked to insufficient development of complex literacy skills. To address this gap, we should create opportunities for common planning, focus on backwards planning that both unpacks the standard and vertically aligns Science 6 and 7 with Science 8 in order to scaffold necessary skills and provide targeted remediation to correct any misconceptions and gaps. Sharing texts/topics/vocabulary with Intensive Reading teachers for extra exposure and scaffolds to our L25 students.

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 8th grade students achieving science proficiency will increase from 48% to 55%, as measured by the 8th grade Statewide Science Assessment in May 2026.

Monitoring

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

The focus area will be continuously monitored using unit assessments, cycle assessments, and remediation tracking via PLCs, in collaboration with teachers and administrators. Additionally, administrators will conduct walkthroughs and observations to ensure effective monitoring

Person responsible for monitoring outcome

Hilary Rubin, Assistant Principal

Evidence-based Intervention:

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

Description of Intervention #1:

Intentional and Explicit Lesson planning-enhance staff capacity to identify critical content from the standards in alignment with resources Reading and writing in response to grade level text opportunities for students to read, discuss, and write in Science (think critically and engage in academic discourse) Student Centered classrooms-engage students in well-developed and delivered lessons that provide them with an opportunity to practice higher order thinking and scientific skills Administrators to conduct data analysis and disaggregate data after each PM cycle (Fall, Winter, Summer). Administrators will use data to plan for the next school year over the summer.

Rationale:

Collaborative planning focused on developing and delivering lessons within the depth and scope of the standard that include opportunities for students to practice higher order thinking and scientific skills in addition to reading, writing, and discussing will increase 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

Intentional and Explicit Lesson Planning

Person Monitoring:

Hilary Rubin, Assistant Principal

By When/Frequency:

Weekly and Monthly

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

Teachers utilize systemic documents (Red/Green Doc, Course Outline, Roadmaps, Unit Cards, Test Specs, etc.) to effectively plan for lessons that incorporate rigorous performance tasks, reading analysis, and SSA style practice questions aligned to and within the scope of the standards. Teachers collaboratively plan learning targets and aligned tasks that meet state content standards at the appropriate depth and breadth. Planning includes working through the lesson. Conduct regular professional Learning Communities (PLCs) inclusive of data chats to review formative assessments and utilize the data in planning for differentiated tasks which meet the individualized needs of students

Action Step #2

Reading and Writing In Response to Text

Person Monitoring:

Hilary Rubin, Assistant Principal

By When/Frequency:

Daily

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

Implement intentional integration of literacy and writing in science including the use of grade appropriate complex texts utilized for close and critical reading strategies and processed using text dependent questions. Provide opportunities for students to read, write and discuss text daily.

Action Step #3

Student Centered Classrooms

Person Monitoring:

Hilary Rubin, Assistant Principal

By When/Frequency:

Daily

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

Utilize a variety of modalities when presenting concepts and instruction to meet the needs of each student. Administrators, teachers, and coaches engage in strategy walks of other classrooms based on evidence of implementation of high yield strategies. Administrators engage teachers in post walk reflections and monitor teacher practice and provide feedback to support growth as a result of the walk.

Action Step #4

Professional Development

Person Monitoring:

Hilary Rubin, Assistant Principal

By When/Frequency:

Monthly

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

Teachers engage in collaboration with ELA/Reading teachers to determine strategies for the implementation of complex content-based text and text-based question responses. Teachers participate in ongoing professional development focused on consistent spiraling of both content and scientific thinking standards to ensure continuous monitoring of student performance on science big ideas. (School, district PD offerings). Teachers engage in ongoing professional development focused on the implementation of inquiry-based strategies to ensure real world application and problem first thinking strategies for students (school based, district based, or conference).

Area of Focus #4

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

Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale

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

Our current level of performance is 71% Civics achievement, as evidenced by the 2025 Spring EOC Civics Assessment. Our current level of performance in Reading is 45%, as measured by the 2024/2025 FAST. (49% for 6th, 43% for 7th. 43% for 8th). The problem/gap is occurring because the depth of the benchmarks and benchmark clarifications with differentiated instruction is not being taught to students in Civics classes, formative data is not being reviewed to determine and address gaps in student knowledge and explicit spiraling review is not occurring frequently to help students build the connections between concepts necessary for building a conceptual framework of the Civics content. Students in US and World History courses are not engaged in the Civics and Government benchmarks for their course. Students in history courses are not consistently being engaged with complex primary and secondary source documents with appropriate scaffolding and challenged with writing in response to those documents.

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.

Students taking the Civics EOC will move from 71% proficient to 76% proficient on the 2026 Civics EOC. Students taking the Reading FAST will move from 45% proficient to 55% proficient on the 2026 FAST.

Monitoring

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

The area of focus will be continually monitored through unit assessment, cycle assessments, formative data and remediation tracking through PLC's, ideally allowing for concentrated time to practice learning goals with content area teachers prior to performing the activity in class, in collaboration with teachers and administrators. Additionally, administrators will monitor through walkthroughs and observations.

Person responsible for monitoring outcome

Kim Miller, Principal

Evidence-based Intervention:

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

Description of Intervention #1:

Intentional and Explicit Lesson Planning- PLC's and opportunities for facilitated planning to analyze data to guide instruction, identify strengths and weaknesses and provide opportunities for equitable grading. This will also create opportunities for teachers to preview content and lessons with each other. Reading and Writing in Response to Text-opportunities for students to read, discuss, and write in Social Studies (think critically and engage in academic discourse) Student Centered Classrooms- Engaging activities that require higher level thinking, problem solving and collaboration. Explicit instruction with release of responsibility. Administrators to conduct data analysis and disaggregate data after each PM cycle (Fall, Winter, Summer). Administrators to use data to plan for the next school year over the summer.

Rationale:

By providing support and professional development to assist staff with enhancing their capacity to identify the critical content of the standards, students will have access to content at the appropriate complexity. With a focus on vocabulary in note taking and remediation, we hope to see gains in comprehension, critical thinking, and academic success. By implementing PLCs with fidelity, teachers will collaborate to identify areas of strength and weakness from student data, develop highly effective lessons and increase equitable practices.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Intentional and Explicit Lesson Planning

Person Monitoring:

Kim Miller, Principal

By When/Frequency:

Ongoing/Weekly

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

Civics teachers utilize systemic documents (Teachers Guide, Civics Instructional Guide, Civics Spec Book) to collaborate on planning and enacting lessons, develop interactive notebooks, create anchor charts, and choose a common instrument for students track and reflect on their data. The instrument includes space for student reflection and “next steps.” History teachers utilize systemic documents (curriculum guide, Canvas resources, textbook materials, DBQ online) to collaborate on planning and enacting lessons that build the historical timeline and regularly incorporate close reading and writing around historical documents. Teachers choose a common instrument for students to track and reflect on their growth in historical thinking/disciplinary literacy skills. US and World History teachers utilize DOE-developed and published resources for teaching the Civics and Government Benchmarks in the

US and World History courses.

Action Step #2

Reading in Response to Grade Level Text

Person Monitoring:

Kim Miller, Principal

By When/Frequency:

Daily

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

Social Studies staff will plan with ELA staff to develop common language regarding argumentative writing for DBQs and other writing in Social Studies. This cross curricular planning will create more opportunities for students to read and manipulate grade level texts as well as primary and secondary sources. Teachers enact and receive feedback on the implementation of disciplinary literacy work in the history classroom. Providing students daily opportunities to read, write and discuss grade level text.

Action Step #3

Student Centered Classrooms

Person Monitoring:

Kim Miller, Principal

By When/Frequency:

Daily

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

Teachers provide students with cognitively engaging learning activities daily that require students to read, problem solve, think critically, write, and have academic discourse with their peers and teacher. Teachers monitor engagement/learning and provide daily specific academic feedback to students. Administrators/teachers/coach engage in strategy-focused learning walks/discussions with a focus on target/task alignment and cognitively engaging learning opportunities for students. Regularly assess (formally and informally) and utilize data to modify and adjust instruction. Teachers utilize ongoing formative assessment and use the information gained to adjust instruction, enrich and reteach, and provide research-based interventions. Teachers engage student with data conversations and involve them with the review/remediation process.

Action Step #4

Professional Development

Person Monitoring:

Kim Miller, Principal

By When/Frequency:

Ongoing, Monthly

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

Monthly SBLT meeting with instructional leaders (department chairs) to discuss what teachers are struggling with and providing appropriate resources for the next department meeting, including strategy walks. Civics teachers attend DaRT (Data Response Team) sessions to work district-wide on benchmark analysis, student-task development, and classroom resources that meet the content and cognitive demands of the benchmarks and benchmark clarifications. Civics and History teachers conduct regular PLCs to utilize systemic documents (Teachers Guide, Civics Instructional Guide, Civics Spec Book) to collaborate on planning and enacting lessons, develop interactive notebooks, create anchor charts, and choose a common instrument for students track and reflect on their data. History teachers conduct regular PLCs to conduct student work analysis protocols, asking for support from ELA teachers as needed to align their work. US and World History teachers attend PD sessions that build content knowledge and engage teachers with the DOE developed resources for teaching the Civics and Government benchmarks with the US and World History courses.

Area of Focus #5

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

Our current level of performance is 9% proficiency and 33% learning gains as measured by the 2024-2025 FAST ELA assessment.

Our current level of performance is 25% proficiency and 38% learning gains, as measured by the 2024-2025 FAST Math assessment.

The problem/gap is occurring because of a lack of rigor and student-centered standards-based instruction, in addition to a lack of intentional equitable practices and SDI for students with disabilities through common planning/PLCs.

By increasing the use of rigorous and intentional standards-based instruction utilizing UDI, differentiation and SDI the problem would be reduced by 10% as measured by the 2025-26 FAST ELA assessment.

Measurable Outcome

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

The percent of all ESE students achieving ELA proficiency will increase from 9% to 19% proficiency and 60% learning gains as measured by the 2025- 2026 FAST ELA assessment.

The percent of all ESE students achieving Math proficiency will increase from 25% to 35% proficiency and 60% learning gains as measured by the 2025-2026 FAST Math assessment.

Monitoring

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

The area of focus will be continually monitored through unit assessment, cycle assessments, and remediation tracking through PLC's, in collaboration with teachers and administrators. ESE Trackers will be reviewed weekly for fidelity of service implementation. Additionally, administrators will monitor through walkthroughs and observations.

Person responsible for monitoring outcome

Suzanne Becker, Assistant Principal

Evidence-based Intervention:

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

Description of Intervention #1:

Explicit instruction, modeled instruction, guided practice, and independent practice aligned to the benchmark/target. Pop-Up Small Groups embedded in daily lessons for target groups. Weekly PLCs to complete Student Work Protocol, review data from Module Assessments, plan Pop-Up Small Groups, lesson practice, and do the student work. PLCs should be inclusive of all stakeholders – ESE and Core Content teachers planning together. Enrichment- connecting reading and writing to real-world application. UDI implementation with fidelity.

Rationale:

By providing support and professional development to assist staff with enhancing their capacity to identify the critical content of the standards, students will have access to content at the appropriate complexity. By implementing PLCs with fidelity, teachers will collaborate to identify areas of strength and weakness from student data, develop highly effective lessons and increase equitable practices.

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

ESE Subgroup Action Plan

Person Monitoring:

Suzanne Becker, Assistant Principal

By When/Frequency:

Weekly

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

Implement an inclusive scheduling process for placing student requiring ESE services in the master schedule first to optimize service delivery and focused on a clustering process with clustering students with similar Specially Designed Instruction services to meet student needs. Embed metacognitive strategies into content-based instruction to teach students critical memory and engagement processes that can use to access, retain, and generalize important content. Make rigorous texts, materials, content, and activities accessible to students through supplementary aids including annotated texts and assistive technology. Use evidence-based practices for students with disabilities to teach foundational literacy, math, and executive functioning skills as a pathway to grade level work. Provide training and coaching to teachers and staff in culturally responsive practices and Universal Design for Learning.

Area of Focus #6

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

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

Area of Focus Description and Rationale

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

Our current level of performance is 35% proficiency, as measured by the 2024-2025 FAST ELA assessment. The problem/gap is occurring because of a lack of equitable practices school-wide and utilizing intentional, personalized learning practices in all content areas.

Measurable Outcome

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

The percent of Black/African American students achieving ELA proficiency will increase from 35% to 45% as measured by the FAST ELA assessment. The percent of Black/African American students achieving Math proficiency will increase from 38% to 48% as measured by the FAST Math assessment.

Monitoring

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

This Area of Focus will be monitored through Module Assessment data, evidence of Pop-Up Small Groups, evidence of fidelity to the Pacing Guide, data discussions in weekly PLCs, continuing walkthroughs and observations.

Person responsible for monitoring outcome

Admin Team within their content area

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 instruction, modeled instruction, guided practice, and independent practice aligned to the benchmark/target. Pop-Up Small Groups embedded in daily lessons for the three target groups. Weekly PLCs to complete Student Work Protocol, review data from Module Assessments, plan PopUp Small Groups, lesson practice, and do the student work. Enrichment class opportunities to build literacy skills for Black/AA students (Boys Read, 5000 Role Models)

Rationale:

Utilizing explicit instruction, small group intervention, and weekly planning to review student work ensures targeted, effective teaching. Explicit instruction clarifies concepts, small group interventions address individual needs, and regular review of student work enables timely feedback and

adjustments, fostering a more responsive and supportive learning environment. Enrichment opportunities focused on literacy skills eliminate the high-stakes pressure of core content, testing, and assessments, fostering a positive experience with literacy.

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

Action Plan

Person Monitoring:

Admin Team

By When/Frequency:

Weekly

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

Teachers will use district resources to create and implement lesson plans aligned to the appropriate level of cognitive complexity and standards. Teachers will review assessment data and classroom performance to determine remediation and enrichment activities/lessons. Schedule students into ELA courses aligned to their ELA FAST performance to allow for targeted extension, intervention, and enrichment. Design lessons plans and activities that incorporate best practices from Closing the Gap, Gender Symposium, UDL professional development, etc., that target our Black/AA students for increased engagement, rigor, remediation, extension, and enrichment. Create Enrichment Classes that target Black/AA student success with focus on literacy, math, academic, and SEL (Boys Read, Mathletes, 5000 Role Models, AVID, Girlfriends, etc.) Use responsive strategies to build confidence and engagement, such as: o Calling on all students by name to ensure opportunities to respond o Providing specific, meaningful praise tied to effort and growth

IV. Positive Learning Environment

Area of Focus #1

Teacher Retention and Recruitment

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.

Current retention rate of teachers is 83%. While an increase from last year, we need to focus on continued support and development of staff to provide the skills and knowledge to increase student achievement and reduce student behavior.

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.

To increase teacher retention to 90%.

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.

Administration and mentor lead will meet regularly with new teachers [new to the profession, district, and building] to discuss needed support and/or professional development in a timely manner.

Make sure to categorize teachers by new to the profession, new to the district and new to the school/building for better implementation of support.

Person responsible for monitoring outcome

Kimberly Miller, Principal

Evidence-based Intervention:

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

Description of Intervention #1:

1) Provide additional professional development opportunities to teachers. 2) Provide coaching to increase positive student behavior and curriculum. 3) Continue with monthly mentoring sessions to address concerns 4) Implement a teacher recognition program 5) Schedule opportunities for co teaching, teacher collaborative planning and observation. 6) Creating a Teachers Learning Lab [collaboration between teachers- coaches]

Rationale:

By implementing a teacher recognition program and providing more comprehensive support services to our teachers, we expect retain 90% of our staff into the next school year.

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

Teacher Retention

Person Monitoring:

Kimberly Miller, Principal

By When/Frequency:

Monthly

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

- New teacher Mentor – Mentee program
- During monthly new teachers meeting select “The Teacher of the Month” highlighting and sharing the Glows
- Building community within teachers [Create Hospitality Committee]
- Top of the FLOCK weekly school wide celebration
- Monthly department recognition
- Thunderbirds Teacher Book Club
- Recognize teachers who are engaged PBIS
- Learning Lab to support teachers’ professional development

Area of Focus #2

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

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

Focus on building Culture with sense of Belonging and Shared Purpose. Building a community with shared sense of belonging and shared purpose will be a focus of the PBIS programs by creating a student reward system that allows for students to participate in quarterly and semester celebrations. A thriving school culture fosters student engagement, well-being, and achievement.

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 connecting PBIS, attendance, academics and behavior to participation in student celebrations we hope to see a decrease in behavioral concerns in 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.

Monitoring will be achieved with data from attendance, referrals, PBIS points and academic achievement. MTSS meetings will be held bi-weekly.

Person responsible for monitoring outcome

Hilary Rubin, Assistant Principal

Evidence-based Intervention:

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

Description of Intervention #1:

Review of all available data during bi-weekly MTSS meetings with the SBLT.

Rationale:

By analyzing data on attendance, grades and behavior, the SBLT will be able to make informed

decisions regarding student behavior and patterns.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Quarterly: celebrations or dances, faculty versus students volleyball game, basketball game. Admittance can be capped, and entry gained by Thunder Bucks Semester celebration based on criteria. Alternating semesters of field days and dances available to grade levels. Weekly PBIS store (inventory determined through student surveys).

Rationale:

By reviewing collected Thunder Bucks and discipline data, we will see a decrease in discipline referrals.

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

PBIS Rewards

Person Monitoring:

Hilary Rubin, Assistant Principal

By When/Frequency:

Weekly/Ongoing

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

Quarterly: celebrations or dances, faculty versus students volleyball game, basketball game. Admittance can be capped, and entry gained by Thunder Bucks Semester celebration based on criteria. Alternating semesters of field days and dances available to grade levels. Weekly PBIS store (inventory determined through student surveys).

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.

SIP and SWP are available on the website- <https://www.pcsb.org/pp-ms>

- They are both located in the front office.
- They are shared with families through PTSA and SAC
- They are also shared with families at the Title I Annual Meeting
- Social Media posts

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)).

<https://www.pcsb.org/pp-ms>

PPMS will continue 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 by:

- offering family engagement activities at various times as well as days. In addition, we will try to schedule some of these activities before or directly after award ceremonies, school events or sports events in order to maximize participation.
- offering transition to middle school events for upcoming 6th graders/new to PPMS families
- providing PTSA a designated space to promote and meet at the school during Family engagement

activities

- providing a designated space for HEAT to promote their services to families in need
- providing a space for YMCA and YReads to promote their free program to families
- allowing feedback to drive the future engagement activities, implementation, expectations and decision making

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)).

Pinellas Park Middle School offers ELP before school daily as well as after school ELP by subject area to support students academically

- Provide a variety of opportunities for clubs such as STEM and Civics Club
- Provides targeted learning time daily based on student interest
- Provide Common Planning time for teachers to increase cross curricular planning as well as common planning to support the SIP goals-reading and writing in response to text, student centered classrooms, and intentional and explicit lesson planning.

Teaming in 6th grade core academic areas

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)).

Pinellas Park Middle School collaborates with Title II, Title III, IDEA and community partners.

ESOL (Title III)-PPMS will ensure the unique needs of ESOL students are being met by the following strategies: Ensuring high-quality, standards-based and culturally responsive educational programs for ESOL students and families, providing professional development for all educators working with ESOL students and providing information to families in their native language to the extent possible.

IDEA (ESE)-PPMS will conduct meetings with parents and our ESE team to discuss policies and procedures for ESE students, as well as, the specific learning needs and expectations for ESE students.

Title II (Professional Learning dept.)-PPMS will take advantage of any support provided by the district in regards professional learning.

Community Partners-PPMS receives support from community partners in the following ways:

- Counselors provide community resources to families
- Counselors share Clothes to Kids with families when families are struggling.
- Social Worker shares a variety of community resources with families and refers them to the HEAT program for homeless services
- Pack a Snack program is available to students in need

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)).

- School Counselors work with student and families to ensure that they are being emotionally and socially supported as well as communicating a variety of community resources to families as needed.
- School Social Worker and Psychologist counsel students
- Counselors and staff members mentor students for Take Stock in Children
- Staff members mentor students that struggle academically

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)).

- Students are scheduled into advanced courses to ensure they are able to earn as many high school credits as possible
- School Counselors teach Naviance lessons to all students to learn about a variety of careers and technical education programs as well as high school options for their specific interests

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)).

MTSS team meets weekly to review student behavior data and steps to address those behaviors.

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)).

Teachers participate in weekly PLC's and common planning as well as meeting with academic coaches to consistently learn new strategies.

- Teachers participate in data chats on a regular basis with administration and academic coaches.

This allows them to plan for future lessons and review what teaching strategies have been effective versus not effective. It also allows academic coaches to determine who needs assistance through the use of a coaching cycle

- New teacher mentor program and monthly meetings

Strategies to Assist Preschool Children

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

N/A

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as 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.

Our administrative team, teacher leaders, and SAC review the state data to determine the best way to allocate school improvement funding and Title I funding in an effort to build capacity and improve student achievement for all students. We will continue to monitor progress towards these goals in our PLC's, SAC Meetings, and through monthly school-based leadership team meetings to monitor tiered data. Department heads, instructional coaches, and administration will monitor the needs of teachers and students around the resources allocated as well as the need for any additional resources

Specifics to Address the Need

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

Resources allocated for instructional coaches to support math and literacy on campus. Instructional coaches will work side by side with teachers to increase instructional capacity, teacher clarity, as well as provide feedback. Instructional coaches will also push into classrooms to support students in the content area. The use of instructional material resources will be available for all teachers to enhance their curriculum and in turn help engage the students. The use of these materials will be monitored by the instructional coaches and administration.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	No
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BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00