SAFETY 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

Safety Harbor IB World Middle School will provide a quality educational setting that prepares learners for college and/or career opportunities.

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
Susan Alvaro

alvaros@pcsb.org

Position Title
Principal

Job Duties and Responsibilities

The Principal is the instructional and operational leader within the school community and is critical to improving student outcomes, through the hiring, development, support, supervision and retention of high-quality instructional and support staff. As the school leader, the Principal creates a culture of rigorous learning, belonging and engagement for staff, students and families through collaboration and distributive leadership. In alignment with the Florida Principal Standards, the Principal leads the school team to increased school and student outcomes by prioritizing instruction while effectively balancing the operational, safety, and policy responsibilities of a school-building leader.

Leadership Team Member #2

Employee's Name

Diane Dove

doved@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

The Assistant Principal is an instructional and operational leader within the school community and is critical to improving student outcomes through staff development and effectiveness. In collaboration with and aligned to the direction of the Principal, the Assistant Principal supports the creation of the culture of rigorous learning, belonging and engagement for staff, students and families throughout the school community. In alignment with the Florida Assistant Principal Standards, the Assistant Principal supports and leads assigned school teams to increased school and student outcomes through ongoing training, coaching, feedback and support by prioritizing instruction while effectively balancing operational, safety and policy responsibilities, as assigned.

Leadership Team Member #3

Employee's Name

Stacie Ferrara

ferraras@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

The Assistant Principal is an instructional and operational leader within the school community and is critical to improving student outcomes through staff development and effectiveness. In collaboration with and aligned to the direction of the Principal, the Assistant Principal supports the creation of the culture of rigorous learning, belonging and engagement for staff, students and families throughout the school community. In alignment with the Florida Assistant Principal Standards, the Assistant Principal supports and leads assigned school teams to increased school and student outcomes through ongoing training, coaching, feedback and support by prioritizing instruction while effectively balancing operational, safety and policy responsibilities, as assigned.

Leadership Team Member #4

Employee's Name

Kate Tancrell

tancrellk@pcsb.org

Position Title
Assistant Principal

Job Duties and Responsibilities

 The Assistant Principal is an instructional and operational leader within the school community and is critical to improving student outcomes through staff development and effectiveness. In collaboration with and aligned to the direction of the Principal, the Assistant Principal supports the creation of the culture of rigorous learning, belonging and engagement for staff, students and families throughout the school community. In alignment with the Florida Assistant Principal Standards, the Assistant Principal supports and leads assigned school teams to increased school and student outcomes through ongoing training, coaching, feedback and support by prioritizing instruction while effectively balancing operational, safety and policy responsibilities, as assigned.

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 School Improvement Plan was developed using input from the school leadership team, teachers, school staff, parents, students, and community leaders. Prior to input the tentative school grade, population and enrollment, assessments, educator qualifications, long-term goals, accelerated course enrollment, per-pupil expenditures, and existing school initiatives were shared. Input was solicited regarding additional supplemental personnel, additional training opportunities for school staff, extended learning opportunities, parent and family engagement resources and training workshops, and supplemental teaching, equipment, and technology.

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 School Improvement Plan will be included as a standing agenda item at each School Advisory Council meeting. Specifically, a data update will be provided to all stakeholders regarding the projected levels of proficiency in ELA, math, science, and civics, along with a projected growth calculation for learning gains overall in ELA and math, as well as learning gains for students in the lowest quartile for ELA and math. Additionally, an acceleration calculation will also be shared. To ensure achievement gaps are addressed and communicated with all stakeholders, data will be disaggregated by subgroup and shared. The status of action steps related to the identified strategies for improvement will be shared, followed by solicitation of recommended next steps from stakeholders. Updates to the School Improvement Plan will take place within 10 days of each School Advisory Council meeting to ensure feedback and revisions are accurately captured.

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	**89.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**CSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **ENGLISH LANGUAGE LEARNERS (ELL)** **ASIAN STUDENTS (ASN)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: A** **2023-24: B** **2022-23: C** **2021-22: C** **2020-21:**

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment							347	294	276	917
Absent 10% or more school days							66	47	54	167
One or more suspensions							5	36	52	93
Course failure in English Language Arts (ELA)							1	2	1	4
Course failure in Math							6	7	6	19
Level 1 on statewide ELA assessment							62	53	51	166
Level 1 on statewide Math assessment							66	32	56	154
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2025-26

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators							30	47	57	134

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							2	0	0	2
Students retained two or more times							0	0	0	0

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days							53	65	110	228
One or more suspensions							2	33	67	102
Course failure in English Language Arts (ELA)							5	6	8	19
Course failure in Math							8	15	19	42
Level 1 on statewide ELA assessment							51	62	94	207
Level 1 on statewide Math assessment							51	56	84	191
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							24	49	88	161

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							6	4	8	18
Students retained two or more times							4	3	3	10

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*	59	60	58	52	55	53	47	49	49
Grade 3 ELA Achievement			27			21			
ELA Learning Gains	58	59	59	56	58	56	55	58	56
ELA Lowest 25th Percentile	62	52	52	51	53	50			
Math Achievement*	59	65	63	52	61	60	55	58	56
Math Learning Gains	63	60	62	49	61	62			
Math Lowest 25th Percentile	67	59	57	56	59	60			
Science Achievement	54	59	54	50	52	51	47	48	49
Social Studies Achievement*	81	79	73	74	75	70	66	69	68
Graduation Rate									
Middle School Acceleration	69	84	77	76	80	74	70	77	73
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	64	49	53	52	44	49	33	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	64%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	636
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
64%	57%	55%	51%	45%		57%

* 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	39%	Yes	6	
English Language Learners	52%	No		
Asian Students	71%	No		
Black/African American Students	52%	No		
Hispanic Students	60%	No		
Multiracial Students	64%	No		
White Students	69%	No		
Economically Disadvantaged Students	57%	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	59%		58%	62%	59%	63%	67%	54%	81%	69%			64%
Students With Disabilities	23%		49%	52%	22%	53%	65%	6%	56%				27%
English Language Learners	34%		56%	66%	43%	61%	62%	16%	63%				64%
Asian Students	83%		67%	67%	67%	67%							
Black/African American Students	38%		60%	70%	38%	51%	54%	23%	79%				
Hispanic Students	54%		56%	65%	53%	63%	67%	43%	77%	63%			60%
Multiracial Students	64%		68%		59%	71%		38%	82%				
White Students	66%		58%	53%	68%	65%	72%	65%	83%	73%			86%
Economically Disadvantaged Students	49%		53%	61%	50%	60%	67%	41%	76%	55%			60%

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	52%		56%	51%	52%	49%	56%	50%	74%	76%			52%
Students With Disabilities	15%		41%	45%	12%	42%	52%	8%	49%				28%
English Language Learners	30%		51%	48%	36%	53%	58%	24%	49%	67%			52%
Asian Students	81%		75%		63%	50%							
Black/African American Students	25%		41%	44%	24%	46%	56%	24%	50%				
Hispanic Students	44%		54%	49%	47%	49%	55%	40%	66%	70%			49%
Multiracial Students	59%		59%		55%	35%		50%	79%	91%			
White Students	60%		60%	54%	61%	50%	59%	59%	83%	78%			64%
Economically Disadvantaged Students	42%		51%	48%	41%	49%	61%	35%	64%	70%			50%

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	47%				55%			47%	66%	70%			33%
Students With Disabilities	12%				24%			20%	41%	60%			18%
English Language Learners	18%				37%			20%	35%	46%			43%
Asian Students	84%				89%					100%			
Black/African American Students	34%				28%			19%	48%				
Hispanic Students	33%				45%			27%	54%	55%			47%
Multiracial Students	46%				54%			29%	71%	73%			
White Students	56%				63%			59%	73%	72%			29%
Economically Disadvantaged Students	37%				45%			35%	58%	55%			42%

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	58%	61%	-3%	60%	-2%
ELA	7	57%	59%	-2%	57%	0%
ELA	8	57%	59%	-2%	55%	2%
Math	6	60%	63%	-3%	60%	0%
Math	7	27%	33%	-6%	50%	-23%
Math	8	63%	64%	-1%	57%	6%
Science	8	50%	58%	-8%	49%	1%
Civics		79%	78%	1%	71%	8%
Algebra		61%	59%	2%	54%	7%
Geometry		86%	53%	33%	54%	32%
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
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?

According to PM3 FAST 2023 - 2024 the percentage of students who achieved a learning gain was 48%; in 2024-25 the school increased to 63%. PLC collaborative planning, teachers monitoring student data and the remediation plan developed contributed to the growth in this area.

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

According to PM3 FAST 2023 - 2024 the percentage of students who achieved proficiency was 50%; in 2024-25 the school increased to 54%. Contributing factors to lower achievement than expected include- students poor retention of three years of information, poor spiraling of information to support student retention, new teacher in 8th grade science, lack of comprehension of science vocabulary.

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

According to PM3 FAST 2023 - 2024 the percentage of students who achieved proficiency in acceleration was 75%; in 2024-25 the school decreased to 69%. Contributing factors to lower achievement than expected include- poor spiraling of information to support student retention of material, not enough opportunities for independent thinking, and insufficient progress monitoring of student performance.

Greatest Gap
Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The greatest gap occurred in 7th grade math where our school earned a 27% proficiency compared to the state average of 50%. Contributing factors to the gap attribute to 7th grade accelerated students taking the 8th grade assessment. We also had a new teacher in 7th grade math.

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

Students with 10% or more absences.

Highest Priorities

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

1.) Proficiency Level in science 2.) Acceleration 3) Learning Gains in 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 proficiency is 59 percent based on the Spring 2024-25 FAST PM3 State Assessment. Our focus on increasing student proficiency levels while improving overall assessment performance compared to previous years. Level 1-19% Level 2- 23% Level 3-22% Level 4- 22% Level 5- 13%

The issue stems from students not being consistently challenged with higher-order questions to deepen their understanding, as well as a lack of ongoing monitoring of student learning through frequent checks and specific, immediate feedback to accelerate progress.

Measurable Outcome

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

The percent of all students achieving ELA proficiency will increase from 59% to 63%, as measured by the FAST PM3 ELA

Monitoring

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

Administrators will conduct regular walkthroughs utilizing feedback tools to support instructional improvement. Instruction will be assessed both formally and informally, with data consistently used to modify and adjust practices to meet student needs. The administration will facilitate and monitor lesson planning during weekly PLC meetings to ensure alignment with standards and student learning goals.

Additionally, administration and teachers will collaboratively review cycle assessment data to project student performance on the 2026 FAST ELA, using this data to inform instructional decisions and targeted interventions.

Person responsible for monitoring outcome
Susan Alvaro

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:
Participate in Professional Development: Teachers will attend professional development sessions on district-provided resources to enhance instructional practices. Collaborative Planning: Support will be provided during PLCs to ensure lesson plans are aligned with the appropriate benchmarks and learning standards. Promote Collaboration: Teachers will foster a cooperative classroom environment that encourages academic language, structured discussions, and collaborative group tasks. Instructional Questioning Strategies: Teachers will implement higher-order questioning techniques and provide adequate wait time to assess and deepen students' understanding of key concepts. Monitor Student Understanding: Teachers will utilize a systematic and ongoing process to monitor student understanding and adjust instruction accordingly. Common Board Configuration: Teachers will consistently use a common board configuration to clearly communicate daily learning objectives and expectations schoolwide. Student Data Conferences: Teachers will regularly meet with students to review assessment data, set individual academic goals, and monitor progress toward those goals.

Rationale:
Professional Development: Ongoing teacher training and professional development enhance instructional skills, deepen content knowledge, and support educators in their continued growth. Purposeful Planning: The collaborative planning process allows teachers to evaluate their understanding of key concepts, address potential misconceptions with colleagues, and prepare necessary materials to deliver effective instruction. Collaborative Learning & Higher-Order Thinking: Structured collaborative learning promotes the development of higher-level thinking, communication, and leadership skills. Incorporating higher-order questions places greater cognitive demands on students, fostering deeper understanding. Instructional Consistency: Establishing a consistent structure for displaying key information (e.g., learning objectives and expectations) supports routines that contribute to improved student outcomes and academic success.

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
Professional Development and Coaching

Person Monitoring:	**By When/Frequency:**
Susan Alvaro	Weekly in PLCs

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

ELA and Reading teachers will engage in professional development and receive ongoing instructional coaching centered on the implementation of the B.E.S.T. Benchmarks and district-adopted curriculum resources. This targeted support ensures that all students consistently engage with complex, grade-level content, build essential knowledge, and complete tasks aligned with the rigor of the standards. Teachers will also receive professional development on incorporating data discussions with students, utilizing strategies to monitor student progress, and providing opportunities that promote independent thinking and ownership of learning. Administrators and ELA staff will attend curriculum rollout trainings and additional sessions as needed to remain informed and effectively support the implementation of instructional priorities.

Action Step #2
Conducting regular classroom walkthroughs and follow-up conversations

Person Monitoring:	**By When/Frequency:**
Susan Alvaro	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Conducting regular classroom walkthroughs, followed by reflective conversations using Look-For tools, will provide teachers with consistent, actionable feedback to strengthen instructional strategies and support differentiated teaching practices.

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 proficiency is 59%, based on the Spring 2025 FAST PM3 State Assessment. The identified gap in performance is attributed to a lack of cognitive engagement during instruction. Students are not consistently participating in learning activities that promote problem-solving, critical thinking, and academic discourse.
If instruction is intentionally designed to cognitively engage students in benchmark-aligned tasks that require them to problem-solve, think critically, and engage in meaningful academic dialogue with both peers and teachers, student achievement is projected to 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 percent of all students achieving math proficiency will increase from 59% to 65%, as measured by the FAST PM3 Math. The percent of all students achieving ALG proficiency will increase from 69% to 90%, as measured by the BEST Alg EOC The percent of all students achieving Geom proficiency

will increase from 86% to 100%, as measured by the BEST Geom EOC

Monitoring

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

Administrators will conduct regular walkthroughs utilizing feedback tools to support instructional improvement. Instruction will be assessed both formally and informally, with data consistently used to modify and adjust practices to meet student needs. The administration will facilitate and monitor lesson planning during weekly PLC meetings to ensure alignment with standards and student learning goals.

Additionally, administration and teachers will collaboratively review cycle assessment data to project student performance on the 2026 FAST Math and BEST EOC , using this data to inform instructional decisions and targeted interventions.

Person responsible for monitoring outcome
Diane Dove

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:

Participate in Professional Development: Teachers will attend professional development sessions on district-provided resources to enhance instructional practices. Collaborative Planning: Support will be provided during PLCs to ensure lesson plans are aligned with the appropriate benchmarks and learning standards. Promote Collaboration: Teachers will foster a cooperative classroom environment that encourages academic language, structured discussions, and collaborative group tasks. Instructional Questioning Strategies: Teachers will implement higher-order questioning techniques and provide adequate wait time to assess and deepen students' understanding of key concepts. Monitor Student Understanding: Teachers will utilize a systematic and ongoing process to monitor student understanding and adjust instruction accordingly. Common Board Configuration: Teachers will consistently use a common board configuration to clearly communicate daily learning objectives and expectations schoolwide. Student Data Conferences: Teachers will regularly meet with students to review assessment data, set individual academic goals, and monitor progress toward those goals.

Rationale:

Professional Development: Ongoing teacher training and professional development enhance instructional skills, deepen content knowledge, and support educators in their continued growth. Purposeful Planning: The collaborative planning process allows teachers to evaluate their understanding of key concepts, address potential misconceptions with colleagues, and prepare necessary materials to deliver effective instruction. Collaborative Learning & Higher-Order Thinking: Structured collaborative learning promotes the development of higher-level thinking, communication, and leadership skills. Incorporating higher-order questions places greater cognitive demands on students, fostering deeper understanding. Instructional Consistency: Establishing a consistent

structure for displaying key information (e.g., learning objectives and expectations) supports routines that contribute to improved student outcomes and academic success.

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
Professional Learning Communities

Person Monitoring:	**By When/Frequency:**
Diane Dove	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Conduct weekly Professional Learning Communities (PLCs) inclusive of 'data chats' to review student data to identify and plan for cognitively engaging learning activities, including remediation activities. Data can come from the FAST assessments, IXL, Instructional Materials assessments, and/or teacher and district formal and informal assessments. Administrator and math staff to attend trainings as needed

Action Step #2
Lesson Planning

Person Monitoring:	**By When/Frequency:**
Diane Dove	Weekly

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 B.E.S.T. Benchmarks for Mathematics and the Achievement Level Descriptors.

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 proficiency is 54 percent based on the Spring 2025 Science State Assessment. Our focus on increasing student proficiency levels while improving overall assessment performance compared to previous years.

Measurable Outcome

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

The percent of all students achieving Science proficiency will increase from 54% to 57%, as measured by the SSA

Monitoring

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

Administrator walkthroughs using feedback tools. Regularly assess (formally and informally) and utilize data to modify and adjust instruction. Administration will facilitate and monitor lesson plans during weekly PLC meetings Administration and teachers will review cycle assessment data and project where students will score on the 2026 SSA

Person responsible for monitoring outcome

Stacie Ferrara

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:

Participate in Professional Development: Teachers will attend professional development sessions on district-provided resources to enhance instructional practices. Collaborative Planning: Support will be provided during PLCs to ensure lesson plans are aligned with the appropriate benchmarks and learning standards. Promote Collaboration: Teachers will foster a cooperative classroom environment that encourages academic language, structured discussions, and collaborative group tasks. Instructional Questioning Strategies: Teachers will implement higher-order questioning techniques and provide adequate wait time to assess and deepen students' understanding of key concepts. Monitor Student Understanding: Teachers will utilize a systematic and ongoing process to monitor student understanding and adjust instruction accordingly. Common Board Configuration: Teachers will consistently use a common board configuration to clearly communicate daily learning objectives and expectations schoolwide. Student Data Conferences: Teachers will regularly meet with students to review assessment data, set individual academic goals, and monitor progress toward those goals.

Rationale:

Professional Development: Ongoing teacher training and professional development enhance instructional skills, deepen content knowledge, and support educators in their continued growth. Purposeful Planning: The collaborative planning process allows teachers to evaluate their understanding of key concepts, address potential misconceptions with colleagues, and prepare necessary materials to deliver effective instruction. Collaborative Learning & Higher-Order Thinking: Structured collaborative learning promotes the development of higher-level thinking, communication, and leadership skills. Incorporating higher-order questions places greater cognitive demands on students, fostering deeper understanding. Instructional Consistency: Establishing a consistent

structure for displaying key information (e.g., learning objectives and expectations) supports routines that contribute to improved student outcomes and academic success.

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
Increase teacher intentionality of embedding spiraled standards, scientific thinking standards, and consistent use of graphs to ensure consistent deepening of learning throughout all three grade levels

Person Monitoring:	**By When/Frequency:**
Stacie Ferrara	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administrators monitor teacher practice and provide feedback to support growth through regularly observing science lessons to monitor strategy implementation and use of data in informing instruction. Guide teachers in strategy walks of other classrooms based on evidence of implementation of high yield strategies. Administrator and science staff to attend trainings as needed.

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 is 82 percent based on the Spring 2025 Civics Assessment. Our focus on increasing student proficiency levels while improving overall assessment performance compared to previous years.

Measurable Outcome

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

The percent of all students achieving Civics proficiency will increase from 82% to 85%, as measured by the Civics EOC

Monitoring

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

the desired outcome.

Administrator walkthroughs using feedback tools. Regularly assess (formally and informally) and utilize data to modify and adjust instruction. Administration will facilitate and monitor lesson plans during weekly PLC meetings Administration and teachers will review cycle assessment data and project where students will score on the 2026 Civics EOC

Person responsible for monitoring outcome
Kate Tancrell

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. Attend professional development 2. Purposeful planning of engaging lessons. 3. Implement Instructional Questioning Strategies 4. Monitor Student Understanding 5. Common Board Configuration 6. Student Data Conferences

Rationale:
Professional Development: Ongoing teacher training and professional development enhance instructional skills, deepen content knowledge, and support educators in their continued growth. Purposeful Planning: The collaborative planning process allows teachers to evaluate their understanding of key concepts, address potential misconceptions with colleagues, and prepare necessary materials to deliver effective instruction. Collaborative Learning & Higher-Order Thinking: Structured collaborative learning promotes the development of higher-level thinking, communication, and leadership skills. Incorporating higher-order questions places greater cognitive demands on students, fostering deeper understanding. Instructional Consistency: Establishing a consistent structure for displaying key information (e.g., learning objectives and expectations) supports routines that contribute to improved student outcomes and academic success.

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
Using data to adjust instruction

Person Monitoring: **By When/Frequency:**
Kate Tancrell   Weekly

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

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.

Based on our 2024-25 ESSA Subgroup data, we need to improve our ESE student outcomes in overall student achievement data. We will focus on helping students understand how to utilize their accommodations and how they will help them learn and help them on their assessments

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.

 In the 2024-25school year, ESE students achieved only 39% of the index points which we will improve to over 43% for the 2025-26 school year. According to the 2024-25 FAST assessment, Safety Harbor Middle School will see an ELA proficiency increase of 15%, setting our overall level of proficiency from 24% to 39% in ELA as measured by the 2025-26 FAST assessment for ESE students taking the FAST assessment in Reading. According to the 2024-25 FAST Science assessment, Safety Harbor Middle School ESE achieved 6% proficiency and will increase to 25%.

Monitoring

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

 We will monitor the growth of ESE students when analyzing all of our cycle assessments and PM testing for reading and science. Data from assessments will be discussed during weekly PLCs, SDI teachers will work with Gen Ed teachers to remediate areas of poor performance.

Person responsible for monitoring outcome
Susan Alvaro, Stacie Ferrara

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:
ESE Teachers and ESE Case Managers monitor student progress regularly towards IEP goals, which includes regularly assessing the student's progress towards their IEP goals and provide data driven feedback, such as formative assessments and progress monitoring tools, to track student growth and to support IEP goal progress.

Rationale:
Using formative assessments and progress monitoring tools allows teachers to identify skill gaps early, adjust instructional strategies, provide timely interventions and ensure instruction stays targeted to student needs. Regular assessment highlights student successes and reveals barriers to learning, it keeps both teachers and students focused on specific, measurable goals, encouraging motivation and accountability

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

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

Action Step #1

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

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

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

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

Safety Harbor Middle School is recognized as an IB World School that models the IB learner profile attributes. The 10 attributes revolve around high expectations of the entire teaching and learning community. When teachers use the attributes to recognize positive student behavior that aligns with our SOAR expectations, their words build student efficacy and eventually student agency

Measurable Outcome

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

By the end of the first semester, 80% of staff will participate in student recognition activities as measured by the PBIS Rewards System and/or spreadsheet showing staff who recognized students demonstrating IB learner attributes.

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.

The Excel spreadsheet lists names of staff and staff has all month to fill in a student name. At the end of each month, IB learner profile certificates are made and delivered to teacher mailboxes to give to students. The percentage is calculated based on the number of nominations divided by total staff. Reminder emails are sent to staff to fill in spreadsheet in a timely manner. Assistant Principals and PLC leads remind staff to make their nominations in weekly meetings.

Person responsible for monitoring outcome

Devin Fitzgerald

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:

Prior to the beginning of the school year, incoming 6th graders will participate in Seahawk Camp where they will participate in activities acclimating them to the processes of Safety Harbor IB World Middle. The focus is on creating a well-rounded IB Learner. Leadership will weave the attributes into their own communication and way of work, which will be a model for teachers, starting in pre-school. Each quarter teachers will be given a short IB learner profile activity to deliver to all students. All teachers will display their IB learner profile poster in a prominent area of their classroom and refer to it consistently whether they are using it for classroom management or for a writing prompt to understand text. When teachers use the language of the profile, it becomes a part of them.

Rationale:

IB learner attributes are used internationally to support positive culture in schools. The IB learner profile is an international standard for what makes "good humans". When all teachers and staff have a common language around high expectations, we can be more specific about our intended outcomes.

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
Professional Developent

Person Monitoring:	**By When/Frequency:**
IB Coordinator Devin Fitzgerald	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
IB Coordinator will create a 30 min student activity around the IB learner profile to be taught by all teachers during one block during the first two days of school. 2) Leadership and IB coordinator will monitor the facilitation and effectiveness of the IB learner profile student activity during the first two days of school. 3) IB Coordinator will provide staff with additional professional learning around the IB learner profile. 4) IB Coordinator will facilitate training on PBIS Rewards System. 5) Behavior Team to survey students on recommendations for incentives then set up incentive rewards activities. 6) Staff to introduce the IB Learner profile during Seahawk Camp.

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.

https://www.pcsb.org/safetyharbor-ms

To ensure transparency and family engagement, the School Improvement Plan (SIP) and its progress will be shared with stakeholders through multiple platforms and in a format that is accessible to all families. The SIP will be presented during SAC (School Advisory Council) meetings, parent engagement events, and through our school website. Printed summaries will also be available in the front office.
To the extent practicable, all communication regarding the SIP—including progress updates—will be translated into the home languages of our families. We will utilize district translation services and bilingual staff to support this effort. In addition, parent-friendly summaries of the SIP, free of educational jargon, will be created to help families understand the goals, strategies, and data being used to drive school improvement.
This approach ensures that all families, regardless of language background, are informed partners in the improvement process.
The dissemination of the School Improvement Plan (SIP) and Title I Schoolwide Plan (SWP) to stakeholders includes the following:
- SAC Meetings: The SIP will be disseminated and discussed at all School Advisory Council (SAC) meetings. Stakeholders, including students, families, and school staff, will have the opportunity to review the plan's progress and any revisions, providing a platform for input and feedback. Any notable progress or changes to the SIP will be shared with stakeholders during SAC meetings. This ensures transparency and allows for collaborative decision-making based on the evolving needs of our school community.

- Title I Meetings: The SIP will also be presented and discussed at Title I meetings specifically aimed at parents. These meetings will provide a deeper understanding of the plan's objectives, strategies, and outcomes, and will be conducted in a language accessible to all parents.
- Faculty Meetings: The SIP will be shared with school staff during regular faculty meetings. This ensures that all educators are well-informed about the plan's goals and strategies, promoting alignment and coordinated efforts towards its implementation.
- School Website: To enhance accessibility, the SIP will be posted on our school website. This allows all stakeholders to easily access and review the plan at their convenience.

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/domain/14706

To build positive relationships with parents, families, and community stakeholders, our school is committed to creating a welcoming and inclusive environment that fosters open communication and strong partnerships. Our plan includes the following strategies . We will utilize multiple outlets such as newsletters, phone calls, emails, and our school website to ensure families are consistently informed about school events, student progress, and opportunities for involvement. Teachers will also maintain open lines of communication through parent-teacher conferences, progress reports, and emails. The school will host a variety of family-oriented events such as curriculum nights, FAST Prep nights, and student showcases. These events are designed to strengthen the connection between home and school while supporting student learning. Families will be invited to participate in school-based teams such as the School Advisory Council (SAC), PTA, and Band Boosters. Their input will help shape school goals, budgets, and program offerings that align with the needs of our students and community. We will continue to grow our partnerships with local businesses to provide resources, mentorship, and enrichment opportunities that support student success. Parents will have regular access to their child's academic and behavioral data through conferences, report cards, progress monitoring updates, and FOCUS. Staff will work proactively to address concerns and celebrate successes.
By engaging families and the broader community in meaningful ways, our school aims to create a collaborative culture focused on student achievement, well-being, and shared responsibility for success.

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)).

At Safety Harbor IB World Middle School, we are committed to strengthening both instructional practices and student achievement through targeted professional development and robust monitoring systems.

In 6th grade, students and staff will be organized into teams to foster increased collaboration, meaningful discussions, and reflective review of instructional practices. In grades 7 and 8, teachers will meet weekly in content-area Professional Learning Communities (PLCs) to focus on standards and benchmarks, collaborative lesson planning, and data analysis.

Additionally, all teachers will participate in monthly department meetings to support vertical alignment, assessment development, and instructional coherence across grade levels.

Administrative teams will monitor progress through daily classroom walkthroughs, active participation in PLCs, and regular review of student assessment data.

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)).

 The Title I Schoolwide Program Plan will be developed with input from school staff, families, and community members, ensuring that the use of Title I funds is guided by a comprehensive needs assessment. Opportunities for participation will be offered both in-person and online, followed by surveys to gather additional feedback on funding priorities.

ESOL- Safety Harbor Middle School will ensure the unique needs of ESOL students are being met by the following strategies: 1. Ensuring high-quality, standards-based and culturally responsive educational programs for ESOL students and families. 2. Provide professional development for all educators working with ESOL students. 3. Providing information to families in their native language to the extent possible.

 IDEA (ESE)-Safety Harbor Middle School 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 stude

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

Community partners- We partner with the Kiwanis Club to provide a student closet for those in need

of clothing or school supplies. When a student needs counseling outside of the school , the school social worker informs families of those available services.

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.

To ensure that resources are effectively aligned with the identified needs of our students, I engage in a collaborative and data-driven process with the area superintendent and middle school director as well as area content specialists. . This begins with a thorough review of school-wide data, including academic performance, behavior trends, attendance, and feedback from staff, students, and families. Using this data, we identify priority areas and engage in needs assessments at the school level. These findings are then shared with district leadership during scheduled meetings, where we collaboratively discuss resource allocation, including Title I funds, staffing, instructional materials, and professional development opportunities.
Throughout the year, I participate in district-led training and planning sessions focused on continuous school improvement. I also provide updates on progress toward goals, share outcomes from walkthroughs and PLCs, and adjust requests as new needs arise. This ensures that resource use remains responsive, equitable, and directly aligned to improving student outcomes.

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).

Based on our data, we observed a need for additional instructional support in math , particularly in Algebra and Geometry. We will allocate Title I funds to support instructional coach who will provide targeted small-group instruction during the school day. This support will begin in August and be monitored monthly for effectiveness through progress monitoring tools.
Assessment data indicated learning gaps among students performing below grade level, particularly ESE students. We will implement before- and after-school tutoring beginning in August, focusing on ELA and math. Attendance and pre-/post-assessment data will be used to measure the impact of these interventions.
To strengthen instruction, we will provide ongoing professional development, beginning in August and continuing monthly, on standards-based instruction, effective use of data, and collaborative planning. PLCs will review student work samples and benchmark data regularly to adjust instruction.

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