

Pinellas County Schools

SEMINOLE MIDDLE SCHOOL



2025-26 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Educate and prepare each student for college, career and life.

Provide the school's vision statement

100% Student Success

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Robert Ovalle

ovaller@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

Oversees all functions and responsibilities of the school.

Leadership Team Member #2

Employee's Name

Jessica Hoag

hoagj@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Supports all functions and responsibilities of the school.

Leadership Team Member #3

Employee's Name

Desrine Nation

nationd@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Supports all functions and responsibilities of the school.

Leadership Team Member #4

Employee's Name

Marissa Silkie-Rees

SILKIE-REESM@pcsb.org

Position Title

Classroom Teacher

Job Duties and Responsibilities

The instruction of scholars

Leadership Team Member #5

Employee's Name

Erin Smith

smitheri@pcsb.org

Position Title

Classroom Teacher

Job Duties and Responsibilities

The instruction of scholars

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 Advisory Committee will meet to give input and discuss the approval of the SIP at their monthly meeting according to the bylaws.

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 Advisory Committee will meet to give input and discuss the approval of the SIP at their monthly meeting according to the bylaws.

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	74.7%
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: A 2023-24: B 2022-23: B 2021-22: C 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment							245	251	237	733
Absent 10% or more school days							37	43	35	115
One or more suspensions							8	33	28	69
Course failure in English Language Arts (ELA)							4	1	8	13
Course failure in Math							6	10	21	37
Level 1 on statewide ELA assessment							31	38	29	98
Level 1 on statewide Math assessment							39	47	22	108
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							21	46	32	99

Current Year 2025-26

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							0	0	0	0
Students retained two or more times							2	0	0	2

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										0
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
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										0

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

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	63	60	58	60	55	53	50	49	49
Grade 3 ELA Achievement			27			21			
ELA Learning Gains	63	59	59	57	58	56			
ELA Lowest 25th Percentile	54	52	52	47	53	50			
Math Achievement*	67	65	63	68	61	60	60	58	56
Math Learning Gains	57	60	62	64	61	62			
Math Lowest 25th Percentile	51	59	57	60	59	60			
Science Achievement	59	59	54	50	52	51	47	48	49
Social Studies Achievement*	80	79	73	71	75	70	68	69	68
Graduation Rate									
Middle School Acceleration	81	84	77	78	80	74	73	77	73
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	77	49	53	63	44	49	40	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	65%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	652
Total Components for the FPPI	10
Percent Tested	96%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
65%	62%	63%	52%	51%		56%

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

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

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	35%	Yes	6	
English Language Learners	61%	No		
Asian Students	72%	No		
Black/African American Students	42%	No		
Hispanic Students	59%	No		
Multiracial Students	66%	No		
White Students	68%	No		
Economically Disadvantaged Students	59%	No		

D. Accountability Components by Subgroup

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

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	63%		63%	54%	67%	57%	51%	59%	80%	81%			77%
Students With Disabilities	25%		49%	50%	26%	34%	34%	15%	52%	30%			
English Language Learners	35%		64%	62%	64%	63%	62%						77%
Asian Students	54%		67%		83%	82%							
Black/African American Students	27%		57%	56%	25%	44%	49%	22%	59%				
Hispanic Students	60%		59%	54%	61%	54%	50%	44%	73%	77%			
Multiracial Students	62%		73%	53%	68%	66%	58%		80%				
White Students	72%		64%	53%	76%	59%	50%	68%	84%	82%			
Economically Disadvantaged Students	49%		57%	54%	52%	51%	50%	41%	71%	72%			90%
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	60%		57%	47%	68%	64%	60%	50%	71%	78%			63%
Students With Disabilities	28%		37%	33%	33%	54%	57%	16%	38%				
English Language Learners	32%		43%	33%	40%	57%	60%						63%
Asian Students	80%		70%		90%	80%							
Black/African American Students	18%		45%	53%	27%	49%	56%	10%	34%	62%			
Hispanic Students	56%		53%	41%	60%	58%	50%	50%	67%	76%			82%
Multiracial Students	52%		55%	42%	73%	73%	64%	56%	60%	100%			
White Students	67%		60%	48%	76%	67%	64%	56%	79%	77%			
Economically Disadvantaged Students	46%		51%	47%	52%	57%	59%	30%	60%	65%			

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	50%				60%			47%	68%	73%			40%
Students With Disabilities	11%				32%			8%	29%				
English Language Learners	17%				35%				29%				80%
Asian Students	71%				79%								
Black/African American Students	14%				24%			13%	25%				
Hispanic Students	47%				52%			39%	45%	74%			90%
Multiracial Students	54%				62%			73%	92%	86%			
White Students	57%				69%			54%	77%	73%			
Economically Disadvantaged Students	34%				47%			35%	49%	73%			73%

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	63%	61%	2%	60%	3%
ELA	7	68%	59%	9%	57%	11%
ELA	8	60%	59%	1%	55%	5%
Math	6	58%	63%	-5%	60%	-2%
Math	7	24%	33%	-9%	50%	-26%
Math	8	73%	64%	9%	57%	16%
Science	8	60%	58%	2%	49%	11%
Civics		80%	78%	2%	71%	9%
Algebra		81%	59%	22%	54%	27%
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?

In comparing all our subgroups from the previous school year, Civics had the most growth with a 9% improvement.

Lowest Performance

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

In comparing all our subgroups from the previous school year, Science was our lowest-achieving area with 59%.

Greatest Decline

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

We didn't have a decline in any of our subgroups.

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.

No Answer Entered

EWS Areas of Concern

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

Our priorities for the 25/26 school year are in our L25 for both ELA and Math.

Highest Priorities

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

Our priorities for the 25/26 school year are:

1. Science
2. Math
3. 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 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.

1. We have higher percentage of black scholars and students with disabilities not meeting proficiency on the SSA Assessment.
2. The problem/gap is occurring because data is not being used consistently in all grade levels to drive instruction and remediation.
3. There is a need to implement consistent remediation in all grade levels and high impact writing with collaboration and vocabulary support strategies. We believe that if this occurs then we will see an increase in the SSA proficiency level by 2%.

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.

Our current level of performance is 59% as evidenced in the 8th grade 2024-2025 SSA Assessment. We will increase the level of proficiency to 61% on the SSA Assessment by the end of the 2025-2026 school year.

Monitoring

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

We will have daily administrative walkthroughs, data reviews, PLC discussion, "Teacher Exchange Visits" and feedback from district staff developers.

Person responsible for monitoring outcome

Robert Ovalle

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:

Teachers will use data to make instructional choices and provide remediation in all grade levels.

Rationale:

Data analysis during PLC's will help determine what state standards need to be remediated for scholars' success.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Teachers will use writing strategies with collaboration and vocabulary support strategies.

Rationale:

The above strategies are well embedded in research and are aligned with the districts strategic plan. They have shown to be proven to increase the schools districts cycle assessments and SSA Assessment results. Additionally, by incorporating more equitable strategies, it will help close the achievement gap.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Data driven instruction and remediation

Person Monitoring:

Ovalle

By When/Frequency:

Weekly

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

Teachers will meet in PLC's weekly and review quantitative and qualitative data from classroom and district assessments and observations to determine instructional choices and needed remediation. In terms of remediation, all grade levels will develop a date specific plan to be shared with the science team and administration. Dr. Ovalle and department heads will monitor this implementation with Teacher Exchange Visits and instructional walk-throughs.

Action Step #2

Teachers will use writing strategies with collaboration and plan to support vocabulary in their instruction.

Person Monitoring:

Ovalle

By When/Frequency:

Weekly

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

step:

Teachers will attend preschool and then monthly trainings to support their implementation of writing with collaboration and vocabulary support in their instruction. Teachers will include these strategies in their daily/weekly lessons. Dr. Ovalle and department heads will monitor this implementation with Teacher Exchange Visits and instructional walk-throughs.

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 66% Mathematics Achievement, as evidenced in the 24-25 School Grades Report. We expect our performance level to be 70% by May 2026. The problem/gap is occurring because of teacher retention in non-advance courses with more than 40% of our students, excluding Accelerated, Algebra and Geometry are not meeting grade level expectations. Student achievement is expected to increase when using high quality, standards-based instruction throughout all classrooms.

Measurable Outcome

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

By May 2026 the percentage of our students' math proficiency rate will increase from 66% to 70%, as measured by FAST PM3 and EOCs data.

Monitoring

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

Monitoring will occur from frequent instructional walkthroughs, PLC discussions, data review of assessments: FAST PM1 and PM2, IXL, cycle assessment for Algebra and Geometry, and "Teacher Exchange Visits," feedback/ ideas shared by teachers, administrators, and district support.

Person responsible for monitoring outcome

Teacher of math and Desrine Nation

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:

Teachers will use district provide resources and their student's data to make instructional choices and provide remediation in all math courses.

Rationale:

Data analysis will help determine what state standards need to be remediated and whether whole group or small group remediation is the most effective approach for scholars' success.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Teachers will use writing vocabulary strategies with collaboration support to deepen content knowledge during rigorous task.

Rationale:

Collaborative, writing and vocabulary strategies are embedded in research and aligned to the district strategic plan. These strategies have shown to increase assessment results and supports closing the achievement gap.

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

Routine PLCs and check-ins

Person Monitoring:

Desrine Nation

By When/Frequency:

Weekly

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

Continue to conduct regular, monthly Professional Learning Communities (PLCs) inclusive of 'data chats' to review students' data to identify and plan for differentiation opportunities based on the students' readiness, interest, and/or learning profile. Data can come from the FAST assessments, IXL, Instructional Materials, assessments, and/or teacher and district formal and informal assessments.

Action Step #2

Professional Development for increased engagement and refining craft

Person Monitoring:

Desrine Nation

By When/Frequency:

Monthly

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

step:

Teachers will receive professional development support during preschool and monthly thereafter on collaborative, writing and vocabulary strategies to support their student's learning. These strategies will be evident in their lesson plans. Ms. Nation and teachers will engage in Teacher Exchange visits, share feedback and reflect and make changes to instructional practices.

Area of Focus #3

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.

Students achieving Level 2 on Prior Year FAST PM3 will require targeted support to increase their proficiency and meet grade-level expectations. Instruction should include rigorous tasks to challenge students who demonstrate proficiency or higher. There will be a focus on vocabulary and writing strategies that can be used schoolwide. Teachers will incorporate instructional strategies to meet the needs of diverse students to ensure a positive learning environment. This area of focus was determined through data analysis, observations from administrative walkthroughs, and from PCS ISM feedback. The school will incorporate small group interventions and targeted instruction for L25 and Level 1 students during their intensive reading and ELA classes to increase overall student literacy and achievement. Reading and ELA will work collaboratively with identified students to be more intentional on improved student achievement.

Measurable Outcome

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

The percentage of students achieving ELA proficiency of current students will increase from 63% to 65% as measured by the 2025-2026 Florida Progress Monitoring Assessment (PM3 FAST).

Monitoring

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

Monitoring will consist of daily instructional walkthroughs (iObservation, ELA Gold doc and Look-Fors tools), data reviews, feedback from both school-based administrators and district staff developers, and from discussions during PLCs

Person responsible for monitoring outcome

Jessica Hoag

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:

PLC's/Common Planning will be utilized to enhance student-centered, targeted standards-based instruction with the appropriate level of rigor and data-driven differentiated instruction to help address the needs of all students. There will be pre-planning for L25 scholars for small group interventions during intensive reading and ELA to increase overall student literacy and achievement by FAST PM3. Administrators will provide structures for planning/PLCs where teachers regularly engage in data/student work analysis as well as intellectual prep and lesson rehearsal including planning for scaffolds that address gaps in student learning.

Rationale:

PLCs/Common Team Planning and ELA Department Planning will promote a collaborative data driven culture to support the needs of all students. This strategy is research based and promoted by PCS as a best practice to implement.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

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

Action Step #1

Student Centered Learning

Person Monitoring:

Jessica Hoag

By When/Frequency:

On Going

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

To help address the diverse learning needs of students, teachers will create a student-centered classroom environment that leads to deep learning by increasing relevancy, agency, and authentic engagement. When planning for increased levels of instructional rigor and relevance, various activities will be utilized in daily lessons using ELA district provided resources.

Action Step #2

Data Monitoring

Person Monitoring:

Jessica Hoag

By When/Frequency:

On going

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

To ensure the effectiveness of PLCs/Collaborative Planning, administration will work with the team to

analyze data to help plan for appropriately increasing the levels of instructional rigor to master the standards. Students will engage in frequent data chats to monitor and own their data with protocols utilized.

Action Step #3

Professional Development

Person Monitoring:

Jessica Hoag

By When/Frequency:

On going

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

Teachers will be strongly encouraged to attend and/or share the information gathered at the Module Rollout(s) and other professional developments with colleagues to maintain best practice and ensure students reach proficiency. Teachers will use these trainings to help teach reading and writing across curriculums and grade levels as well as remain up to date on all curriculum updates and changes. Teachers will also engage in regular content area observations of their peers using walkthrough tools designed for both peer and administrative feedback. This will improve reflection and discussion during PLC's with an emphasis on improving rigor and engagement during lessons.

Action Step #4

Small Group Intervention

Person Monitoring:

Jessica Hoag

By When/Frequency:

On Going

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

School will incorporate small group instruction and targeted instruction for L25 and Level 1 students during targeted learning to increase overall student literacy and achievement. Teachers will conduct facilitated planning in preparation of benchmark-aligned tasks prior to instruction. This includes working through tasks, questions, or assessments to help anticipate misconceptions, clarify learning demands, design appropriate scaffolds, enhance questioning and feedback, model thinking effectively, and identify the most cognitively complex demands of the text/task to appropriately challenge their readers and writers.

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 in Civics is 80%. We had a 9% increase from the previous school year. This past school year, we had a consistent effort to ensure that scholars who were performing below expectations received additional support to assist their learning.

Measurable Outcome

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

The percentage of students achieving proficiency on the Civics EOC will increase from 80% to 85% for the 25-26 school year.

Monitoring

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

Frequent instructional walkthroughs by administrators provide actionable feedback.

Data reviews by teachers and administrators to chart the progress of learners.

PLC discussions between teachers and administrators, and feedback provided from district staff developers.

The data used to chart progress will consist of unit assessments, cycle assessments, midterms, teacher-made assessments, and year-end assessments.

Person responsible for monitoring outcome

Robert Ovalle

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:

Teachers will use data to make instructional choices and provide remediation in all grade levels.

Rationale:

Data analysis during PLC's will help determine what state standards need to be remediated for scholars' success.

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

PLC Engagement

Person Monitoring:

Robert Ovalle

By When/Frequency:

Monthly

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

step:

Teachers regularly engage in PLCs to deconstruct upcoming benchmarks and utilize systemic documents (adopted curriculum, pacing guides, etc.) to effectively plan for units that incorporate rigorous performance tasks aligned to standards.

Action Step #2

Teaching Strategies

Person Monitoring:

Robert Ovalle

By When/Frequency:

Weekly

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

Teachers will implement vocabulary and writing strategies in Civics to participate in reading, analyzing text, and engaging students with text-dependent questions and tasks aligned to state standards. Develop cross-curricular opportunities with other subjects, ex: ELA and reading teachers to utilize Civics text and vocabulary in their lessons.

Action Step #3**Person Monitoring:****By When/Frequency:****Describe the Action to Be Taken and how the school will monitor the impact of this action step:****Area of Focus #5**

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

ESSA Subgroups specifically relating to Black/African American Students (BLK)**Area of Focus Description and Rationale**

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

The area of focus is to improve our overall school practice in the use of data to enhance the staff's effectiveness in providing enrichment opportunities for our black scholars who are not achieving compared to their peers. This goal was identified by disaggregating our school data, specifically our L25.

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.

Increase our percentage to 50% of our black scholars.

Monitoring

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

Administrators and instructional staff meet twice a month to discuss, monitor data, and plan small group instruction specifically for our L25 black scholars. All non-classroom both instructional and support staff members will be assigned to a content area to support instruction three times a week.

Person responsible for monitoring outcome

Robert Ovalle

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:

Provide enrichment activities for our L25 black scholars to close the achievement gap compared to their peers.

Rationale:

After reviewing our L25 data, our scholars need additional time with the content to increase their learning.

Tier of Evidence-based Intervention:

Tier 2 – Moderate 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

Person Monitoring:

By When/Frequency:

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

Area of Focus #6

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

The ESE team, classroom teachers, and administrators will meet monthly to review data on ESE students to identify strengths and gaps to address. The team will meet quarterly to monitor academic

and behavior progress and make decisions based upon the data. ESE scholars will be identified and monitored for progress monitoring on a monthly cycle.

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.

Increase our subgroup percentage to 45%.

Monitoring

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

The monthly and quarterly meetings will be documented with the scholars who were discussed. Adjustments will be made to support the scholars to support their learning. Our goal will be to increase both academic and behavioral data.

Person responsible for monitoring outcome

Robert Ovalle

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:

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

Rationale:

ESE scholars need core instruction at their grade level assignment.

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.

We will focus on reducing the instances in which black students are referred out of class and missing instructional time. During the 2024-2025 school year, black students received 419 referrals compared to 625 for non-black peers.

For the 2025-2026 school year our goal is to reduce the number of referrals for black students by 25% or more; specifically in the area of "defiance of authority"(103) .

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.

See above, we will reduce the referrals black students receive by 25% specifically in the area of defiance of authority.

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.

We will monitor MTSS data every two weeks to review academic and behavior concerns for each grade level. We will develop early interventions using data based decision making to develop an appropriate goal to help the scholar be successful. We will review that data and adjust interventions as needed.

Person responsible for monitoring outcome

Jessica Hoag

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:

PBIS (Positive Behavior Intervention and Supports) and MTSS-(Multi Tiered Support Systems) will be used to identify, assess and respond to students in need of supports for academic and behavior concerns at Tier 1, 2, and 3 levels of intervention. By reinforcing the positive we can reduce the problem behavior

Rationale:

Using PBIS and MTSS will help influence student success by allowing us to assess why the concern is occurring, develop an appropriate intervention and then review data to determine if the intervention is working or needs to be reviewed.

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

Organize MTSS to immediately implement supports for students

Person Monitoring:

Jessica Hoag

By When/Frequency:

Weekly

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

At bi-weekly MTSS meeting, leadership will note trends and problem solve regarding systems designed to support learners and teachers.

Action Step #2

Support instructional staff with managing classroom-based behaviors (minor) through use of classroom systems and processes.

Person Monitoring:

Jessica Hoag

By When/Frequency:

Ongoing

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

For the 25-26 school year the district is implementing a minor referrals component for referrals in Focus. SMS will train teachers on best practice regarding cultivating safe and inclusive learning environments, clearly stated expectations and a clear process for seeking intervention support for learners. We will monitor this intervention in our CST meetings, MTSS meetings and in Administration meetings.

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/Page/193>

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/Page/193>

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)).

We have scheduled parent/family nights throughout the year. We will also be having a 6th grade and new to SMS orientation day as well as Open Houses for our families.

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)).

Daily coordinated walk-throughs will be scheduled by administrators the week prior to the visits. The data will be reviewed to look for trends and determine support.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

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

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

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