

Pinellas County Schools

TARPON SPRINGS 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

Learning Gains for Every Student, Every Day

Provide the school's vision statement

To provide challenging learning experiences in a safe learning environment so that all students are prepared for continued education, career, and life.

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

Matthew Miller

millermat@psb.org

Position Title

Principal

Job Duties and Responsibilities

Science and Social Studies

Leadership Team Member #2

Employee's Name

Giovanna Thomas

thomasgio@pcsb.org

Position Title

Assistant Principal of Curriculum

Job Duties and Responsibilities

Math

Leadership Team Member #3

Employee's Name

Aisha Newton

Newtonai@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

ELA

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.

Teacher leaders were invited to create/review SIP Goals and Actions Steps. PTSA met and reviewed the SIP, giving feedback as appropriate.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The SIP will be regularly monitored at school-based leadership team meetings, SAC meetings, and faculty meetings. School leaders will revise the plan, as necessary, after each progress monitoring cycle.

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	76.5%
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: A 2021-22: B 2020-21: B

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							232	213	199	644
Absent 10% or more school days							57	38	57	152
One or more suspensions							4	25	16	45
Course failure in English Language Arts (ELA)							5	5	12	22
Course failure in Math							8	9	7	24
Level 1 on statewide ELA assessment							22	49	30	101
Level 1 on statewide Math assessment							22	27	24	73
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							17	40	34	91

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							1	1	1	3
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										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*	62	60	58	57	55	53	60	49	49
Grade 3 ELA Achievement	27			21					
ELA Learning Gains	57	59	59	51	58	56			
ELA Lowest 25th Percentile	49	52	52	52	53	50			
Math Achievement*	66	65	63	62	61	60	57	58	56
Math Learning Gains	53	60	62	54	61	62			
Math Lowest 25th Percentile	54	59	57	56	59	60			
Science Achievement	63	59	54	68	52	51	69	48	49
Social Studies Achievement*	84	79	73	79	75	70	85	69	68
Graduation Rate									
Middle School Acceleration	90	84	77	80	80	74	78	77	73
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	36	49	53	42	44	49	47	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	61%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	614
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
61%	60%	63%	57%	55%		52%

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

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

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	40%	Yes	6	
English Language Learners	32%	Yes	1	
Asian Students	78%	No		
Black/African American Students	50%	No		
Hispanic Students	57%	No		
Multiracial Students	60%	No		
White Students	69%	No		
Economically Disadvantaged Students	56%	No		

D. Accountability Components by Subgroup

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

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	62%		57%	49%	66%	53%	54%	63%	84%	90%			36%
Students With Disabilities	28%		39%	47%	32%	43%	50%	17%	66%				
English Language Learners	25%		40%	29%	29%	37%	31%						36%
Asian Students	77%		75%		85%	75%							
Black/African American Students	40%		52%	44%	40%	52%	50%	36%	68%	69%			
Hispanic Students	53%		54%	50%	56%	51%	40%	50%	79%	91%			41%
Multiracial Students	61%		57%		56%	41%			85%				
White Students	68%		58%	52%	74%	55%	69%	70%	87%	91%			
Economically Disadvantaged Students	48%		55%	51%	55%	52%	49%	49%	76%	88%			40%
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	57%		51%	52%	62%	54%	56%	68%	79%	80%			42%
Students With Disabilities	22%		41%	44%	24%	45%	48%	18%	46%				
English Language Learners	33%		54%	62%	36%	53%	38%	38%					42%
Asian Students	86%		60%		86%	60%							
Black/African American Students	26%		37%	44%	38%	49%	42%	41%	67%	80%			
Hispanic Students	54%		54%	52%	60%	54%	48%	64%	69%	81%			46%
Multiracial Students	49%		50%	50%	49%	49%	64%	53%	71%				
White Students	64%		53%	55%	68%	56%	63%	75%	84%	79%			
Economically Disadvantaged Students	41%		45%	48%	49%	52%	55%	51%	68%	79%			53%

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	60%				57%			69%	85%	78%			47%
Students With Disabilities	15%				15%			19%	36%	40%			18%
English Language Learners	31%				27%			43%	73%	80%			27%
Asian Students	100%				91%								
Black/African American Students	34%				30%			38%	61%				
Hispanic Students	51%				49%			59%	81%	81%			23%
Multiracial Students	61%				39%			64%	80%	44%			
White Students	67%				66%			74%	91%	81%			
Economically Disadvantaged Students	47%				44%			58%	75%	71%			26%

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	54%	61%	-7%	60%	-6%
ELA	7	63%	59%	4%	57%	6%
ELA	8	67%	59%	8%	55%	12%
Math	6	54%	63%	-9%	60%	-6%
Math	7	14%	33%	-19%	50%	-36%
Math	8	63%	64%	-1%	57%	6%
Science	8	64%	58%	6%	49%	15%
Civics		83%	78%	5%	71%	12%
Algebra		91%	59%	32%	54%	37%
Geometry		97%	53%	44%	54%	43%

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?

Social Studies data increased from 77% to 84%. There was an emphasis and text marking when reading and student data was focused on more throughout the second semester of the school year. Students took a more active role in analyzing their cycle scores and WHY they scored the way they did, with a focus on what they could do on the final EOC to strengthen their scores.

Lowest Performance

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

ELA was our lowest scoring data point when looking at subject based proficiency. We scored at a 62% overall in ELA, with a key factor in that score being the level of our 6th Grade test takers. The major factor that contributed to 6th grade scores lowering our total overall score was the lack of a consistent teacher in both of our 6th grade language arts classes. This led to consistent resets occurring in the classroom both behaviorally and academically.

Greatest Decline

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

Science showed the greatest decline with a drop from 68% to 63%. The main factor in the decline was a teacher leaving mid-year, which created a discrepancy in test prep and overall teaching of the standards as the new teacher learned the content and how to engage students properly.

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.

For overall proficiencies we outpaced the state in all 4 major cells (ELA, Math, Science and Civics), but our 6th grade scores in both Math and ELA are areas for improvement. This means a focus on our incoming 6th graders to ensure that we see growth in both Math and ELA for our 25/26 6th graders, while also making sure that our 7th Graders who scored poorly on the FAST in 6th Grade are adequately supported from the start of the 25/26 school year.

EWS Areas of Concern

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

1. 7th Grade ELA/Math Level 1s
2. 7th Grade students who have two EWS (40)
3. 8th Grade students who have two EWS (34)

Highest Priorities

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

Increased student engagement
Reading and Writing across all content areas
Enhance teacher clarity and student clarity

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.

The English Language Arts Department (ELA) Area of Focus aims to enhance student proficiency in reading and writing skills, with a specific focus on increasing gains with our Lowest 25% (L25) students. Overall, ELA proficiency has improved from 57% to 62%, and learning gains are at 58%, a significant disparity remains for students in the Lowest 25%. With only 49% of L25 students showing growth, the data indicates a need for more targeted and differentiated support to ensure these students are making adequate 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 percentage of all students achieving proficiency will increase from 62% to 67% as measured by FAST PM 3. Additionally, we aim to increase L25 Learning Gains from 49% to 60%, and Overall Learning Gains from 58% to 65%.

Monitoring

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

This Area of Focus will be monitored through ongoing cycle of data analysis (Performance Matters and FAST), instructional walkthroughs, and collaborative planning. Teachers, administrators, and other instructional personnel will collaborate in PLCs to analyze data and adjust instruction as needed. Additionally, administrators will conduct classroom walkthroughs and focus on the use of benchmark aligned complex texts, intentional scaffolding, pop-up small groups, and delivery of timely student actionable feedback.

Person responsible for monitoring outcome

Aisha Newton

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:

The school will implement an evidence-based instructional intervention aimed at strengthening teacher capacity to deliver rigorous, standards-aligned instruction using complex texts and student-centered learning tasks. Lesson planning will emphasize clarity of standards, instructional purpose, and success criteria. Teachers will leverage formative assessments and data from FAST and Performance Matters to guide instruction, group students strategically, and provide targeted support—particularly for students in the Lowest 25%. Professional Learning Communities (PLCs) will focus on collaborative lesson design, analysis of data and student work to promote alignment and instructional coherence. Teachers will engage students through collaborative structures, rich discussions, higher-order questioning, and prompts that challenge them to read, write, and think critically and analytically. Implementation will be monitored through instructional walkthroughs, peer observations, and continuous feedback cycles to support ongoing improvement in teaching and learning.

Rationale:

This intervention is designed to raise the quality of instruction and ultimately drive student achievement. When lesson planning centers on explicit standards and clear success criteria, students are more likely to understand the goal of their learning and how to achieve it. Professional Learning Communities that focus on data analysis, shared instructional strategies, and lesson design foster collective efficacy. Using assessment data to inform instruction ensures teaching is responsive and targeted to student needs, particularly for L25 students.

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

Common Planning and Professional Development

Person Monitoring:

Aisha Newton

By When/Frequency:

Weekly

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

Provide time where teachers can consistently collaborate during Professional Learning Communities (PLCs) to analyze student data and performance tasks in order to plan high-quality, standard-aligned instruction. Planning will focus on teacher clarity, utilizing the district's "Gold Docs" to unpack

benchmarks and ensure alignment to B.E.S.T Standards to the intended rigor, and develop purposeful tasks that promote student engagement and mastery. Teachers will also use this time to identify and plan differentiated instructional strategies specifically targeting the needs of students in the Lowest 25%, with the goal of increasing their learning gains. Evidence of teacher clarity and alignment of the benchmark standards will be monitored through student work samples, observation notes, PLC documentation, and data analysis.

Action Step #2

Provide Targeted Support for the Lowest 25%

Person Monitoring:

Aisha Newton

By When/Frequency:

Weekly

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

Increase progress in informative data trends by identifying learning gaps using summative and formative assessments. Provide targeted support and create small group instruction for the lowest 25% students. Evidence of implementation of targeted support for the Lowest 25% students will be monitored through walkthroughs, observation notes, and data analysis.

Action Step #3

Enhance Student Engagement

Person Monitoring:

Aisha Newton

By When/Frequency:

Daily

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

Engage students through collaborative structure, discussions, higher-order questioning, and prompts that challenge them to read, write, and think critically and analytically. Evidence of student engagement will be monitored through walkthroughs and observation notes.

Action Step #4

Tracking and Progress Monitoring

Person Monitoring:

Aisha Newton

By When/Frequency:

Weekly

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

Using ongoing data analysis (Module Assessment, FAST, and Exit Tickets) to continuously monitor and using provided feedback to help refine instruction and to ensure alignment to standards and student needs. Evidence of tracking and progress monitoring will be monitored through PLC documentation, observation notes, and assessments.

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 area of focus is to improve overall student achievement in mathematics, with a specific emphasis on increasing learning gains for students in the lowest 25% (L25). While 66% of students are currently performing at or above grade level in math, our data shows that only 53% of students made learning gains, and just 54% of students in the lowest 25% showed growth. These gaps highlight a clear need to strengthen our support systems and instructional strategies for students who are not yet demonstrating consistent academic 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.

- Increase overall math proficiency from 66% to 70% as measured by FAST PM3
- Increase learning gains for students in the lowest 25% from 54% to 64%
- Increase overall learning gains from 53% to 63%

Monitoring

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

To monitor the implementation and impact of this Area of Focus, we will utilize a variety of formative and summative data sources throughout the year. FAST PM1 and PM2 will serve as benchmark assessments to measure progress toward our goals for proficiency and learning gains. Unit common assessments created in IXL or Performance Matters will track student mastery of grade-level B.E.S.T. standards and help identify areas in need of reteaching or enrichment. In addition, classroom-based formative assessments, such as tests, exit tickets, and bell work, will be reviewed to guide instructional decisions and targeted interventions. Data chats will be used to analyze data trends, monitor progress, and ensure that appropriate supports are in place for students, keeping us aligned with our improvement goals.

Person responsible for monitoring outcome

Giovanna Thomas

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:

Our improvement efforts are grounded in evidence-based practices shown to significantly impact student learning. These include a focus on teacher clarity, student-centered engagement strategies,

data-driven instruction, and targeted tutoring. These practices will be implemented schoolwide to support student growth and increase student achievement.

Rationale:

Teacher clarity has a high effect size of 0.75, making it one of the most effective strategies for improving student outcomes. Student-centered learning and engagement strategies promote greater comprehension and retention by involving students actively in the learning process. Data-driven decision-making is essential for responsive teaching and is proven to improve both instructional practices and student achievement. Tutoring has a high effect size of 0.76, demonstrating its effectiveness in accelerating learning, especially when used as early intervention.

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

Enhance Instructional Planning through Common Planning and Professional Development

Person Monitoring:

Giovanna Thomas

By When/Frequency:

Weekly

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

Provide weekly common planning time for teachers to unpack the B.E.S.T. standards, identify clear learning targets, and design rigorous, scaffolded lessons. Utilize District Curriculum Guides and item specifications to support aligned and effective lesson planning.

Action Step #2

Provide Targeted Interventions for Students in the Lowest 25%

Person Monitoring:

Giovanna Thomas

By When/Frequency:

Weekly

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

Deliver small-group instruction during core math using scaffolded tasks aligned to the B.E.S.T. standards. Offer additional math tutoring sessions before, during, and after school to support students who need intensive intervention.

Action Step #3

Increase Student Engagement through Active Learning Strategies

Person Monitoring:

Giovanna Thomas

By When/Frequency:

Daily

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

Implement student-centered engagement strategies such as Math Talk protocols (Think-Write-Pair-Share, Four Corners), collaborative group work, and real-world problem-solving challenges to promote deeper learning and participation.

Action Step #4

Integrate Writing in Math to Deepen Conceptual Understanding

Person Monitoring:

Giovanna Thomas

By When/Frequency:

Weekly

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

Include frequent opportunities for students to explain their mathematical thinking in writing. Use prompts like “Explain your thinking...” or “What strategy did you use?” as exit tickets or reflection tasks to reinforce metacognitive skills.

Action Step #5

Monitor Progress and Adjust Instruction Based on Data

Person Monitoring:

Giovanna Thomas

By When/Frequency:

Weekly

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

Use ongoing data analysis to guide instructional decisions and ensure responsive teaching. Leverage unit common assessments created in IXL and Performance Matters to track mastery of grade-level B.E.S.T. standards and identify areas for reteaching, enrichment, or targeted support.

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.

Growth from 6th to 7th and 7th to 8th Grade is instrumental in showing that curriculum taught in middle school science is retained. Students are assessed on the 8th Grade SSA with proficiency being the indicator of mastery. In 23/24 the school was 68% proficient but dropped to 63% proficient for the 24/25 school year. Taking into account the drop in proficiency, focusing on bringing the score up again is crucial.

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 8th grade students achieving science proficiency will increase from 63% to 70%, as measured by the 8th grade Statewide Science Assessment in May of 2026.

Monitoring

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

the desired outcome.

This area of focus will be continually monitored through common assessment data tracking (unit assessments) through PLCs (administrators will sit in on PLCs) and other instructional personnel. Additionally, administrators will monitor through classroom walkthroughs and observations.

Person responsible for monitoring outcome

Matthew Miller

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 plan and teach to the depth of the standard using the appropriate resources -Proper implementation of the usage of PLCs -Spiraled instruction: incorporation of standards from 6th and 7th Grade will be consistently integrated into the 8th grade curriculum. -Focus on student engagement for all students.

Rationale:

Teachers have not reached the proper depth of the standard and/or over teach the standards. Teacher planning did not align at all times during the 24.25 school year, which led to a discrepancy in spiraled curriculum. Increased engagement for all levels of students is needed, as all too often it was observed in classrooms that at times information was not released to students to ensure the maximum amount of engagement for all students.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Increase Student Engagement through Active Learning Strategies

Person Monitoring:

Matthew Miller

By When/Frequency:

Ongoing

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

step:

- Provide students with frequent inquiry driven learning tasks that allow them to ask questions and explore content through personally relevant context that is directly connected to critical content.
 -Encourage productive struggles for students -Focus on student centered activities, specifically small group instruction/activities. -Engage all students on a daily basis to ensure that students feel they are held accountable on a continuous basis. -Attend schoolwide PD that is focused on student engagement

Action Step #2

Utilize PLCs to plan to the proper depth of the standards needed to establish proficiency on the SSA

Person Monitoring:

Matthew Miller

By When/Frequency:

Ongoing

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

-Hold Grade Level PLCs with administration twice a month. -Plan/Discuss lessons for the upcoming week of instruction during PLC - Teachers utilize systemic documents (Red/Green Doc, Course Outline, Roadmaps, Unit Cards, Test Specs, etc.) to effectively plan for lessons that incorporate rigorous performance tasks, reading analysis, and SSA style practice questions aligned to and within the scope of the standards. -Planning means working through the lesson/work yourself -Set a Unit start and end date to ensure pacing does not get off track and discuss pace weekly during PLC.

Action Step #3

Utilize data in the proper capacity

Person Monitoring:

Matthew Miller

By When/Frequency:

Ongoing

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

-Analyze Unit Assessment and Cycle Data as it becomes available. -Create remediation plans via data as needed. - Regularly assess (formally and informally) and utilize data to modify and adjust instruction. -Teachers utilize ongoing formative assessment and use the information gained to adjust instruction, enrich and reteach, and provide research-based interventions. -Hold data chats with students/provide feedback to ensure that students are aware of their progress throughout the school year

Action Step #4

Incorporate reading/writing through Science

Person Monitoring:

Matthew Miller

By When/Frequency:

Ongoing

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

-Students will write at minimum 2 times weekly in Science class in at least a paragraph or more
 -Students will read and text mark as appropriate -Implement intentional integration of literacy and writing in science including the use of grade appropriate complex texts utilized for close and critical reading strategies and processed using text dependent questions.

Area of Focus #4

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.

Overall, our students with disabilities have fallen short of the Federal Points index requirement of 41% for the past 6 years. For the 24.25 school year we moved closer to our goal with a score of 40.25%. This is not adequate, and we will continue to focus on the growth of our SWD in all subject areas.

Measurable Outcome

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

Our goal for the 25/26 school year is to have our Federal Points index score for SWD be at a minimum of 45%.

Monitoring

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

Administration will work with our ESE case manager, ESE teachers and General education teachers to monitor progress of ESE students throughout the school year through meetings, PLCs and observations.

Person responsible for monitoring outcome

Matthew Miller, Aisha Newton, Giovanna Thomas and Jennifer Gohl

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:

-Clarity of expectations on SDI -IEP minutes serviced properly -Increased classroom engagement for ESE students -Provide and attend more ESE PD

Rationale:

Teachers still seem to be confused about SDI minutes when an ESE teacher pushes into their classroom, leading to the need to reteach the SDI expectation. It was found that at times last year IEP minutes were not met or documented properly, leading to the need on more oversight regarding to ensure fidelity. ESE student lessons all too often were not differentiated properly, leading to a decrease in engagement in many cases. Staff (Admin) included would benefit from more ESE training and support.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Monitor SDI Minutes more Intently

Person Monitoring:

Aisha Newton and Jennifer Gohl

By When/Frequency:

Ongoing

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

-Ensure there are proper forms for documentation -Ensure process for students who refuse service of minutes -Monitor minutes weekly/every other week

Action Step #2

Increase student engagement for ESE Students

Person Monitoring:

Aisha Newton, Matthew Miller, Giovanna Thomas and Jennifer Gohl

By When/Frequency:

Ongoing

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

• Provide specialized instruction by implementing instructional strategies that address the student's specific learning needs and IEP goals. This may include using multi-sensory techniques, differentiated instruction, assistive technology, or other evidence-based practices to support the student's learning. • Make rigorous texts, materials, content, and activities accessible to students through supplementary aids including annotated texts and assistive technology. • Provide multiple opportunities for students to engage in and respond to instruction using their primary mode of communication, which may include the use of augmentative or alternative communication systems.

Action Step #3

Clarify SDI Expectations

Person Monitoring:

Aisha Newton and Jennifer Gohl

By When/Frequency:

Ongoing

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

-Ensure that there is clarity about how students receive SDI minutes -Ensure classroom teachers know that students are receiving minutes based on IEP documentation -Ensure parents are aware of SDI plan during IEP meetings.

Action Step #4

ESE Data Tracking

Person Monitoring:

Classroom teachers and Jennifer Gohl

By When/Frequency:

Ongoing

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

-Track data for ESE students from day one and assess as needed -Hold data chats with ESE

students in a "safe space" -Conversate with parents as needed regarding ESE student data and changes to IEP that may come up as a result of the data.

Area of Focus #5

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.

The area of focus will center around maintaining/increasing our overall proficiency on the EOY Civics EOC. Our school produced an overall 84 which was an increase from the prior school year. It is imperative to maintain/increase this score as student learning and study skills gained through Civics instruction/curriculum can impact other school cells. Although not state tested subjects, all actions steps and focus will include US History, World History and Pre-AP to help students in those classes prepare and learn in ways that supplement learning in support of state testing.

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 students achieving proficiency on the Civics EOC will increase from 84 to 87, as measured by the spring 2026 administration of the Civics EOC.

Monitoring

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

This area of focus will be continually monitored through common assessment data tracking (unit assessments) through PLCs (administrators will sit in on PLCs) and other instructional personnel. Additionally, administrators will monitor through classroom walkthroughs and observations.

Person responsible for monitoring outcome

Matthew Miller

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 plan and teach to the depth of the standard using the appropriate resources -Proper implementation of the usage of PLCs -Focus on student engagement for all students.

Rationale:

Teachers have not reached the proper depth of the standard/benchmark and/or over teach the standards. Teacher planning did not align at all times during the 24.25 school year, which led to a discrepancy in pacing during the school year. This can have a direct impact on student learning due to less time allocated to cover certain standards/benchmarks. Increased engagement for all levels of students is needed, as it was observed in classrooms that at times information was not released to students to ensure the maximum amount of engagement for all students.

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

Increase Student Engagement through Active Learning Strategies

Person Monitoring:

Matthew Miller

By When/Frequency:

Ongoing

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

- Provide students with frequent inquiry driven learning tasks that allow them to ask questions and explore content through personally relevant context that is directly connected to critical content. - Encourage productive-struggle for students as they work throughout the year and ensure they have the time to struggle through document analysis. -Focus on student centered activities, specifically small group instruction/activities. -Engage all students on a daily basis to ensure that students feel they are held accountable on a continuous basis -Attend schoolwide PD that is focused on student engagement

Action Step #2

Utilize PLCs properly to plan instruction at the proper depth of the standard and increase efficiency in pacing as students prepare for the Civics EOC (Finals in non-Civics courses).

Person Monitoring:

Matthew Miller

By When/Frequency:

Ongoing

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

-Hold PLC meetings based on grade level/content teachers twice a month -Civics teachers utilize systemic documents (Teachers Guide, Civics Instructional Guide, Civics Spec Book) to collaborate on planning and enacting lessons, develop interactive notebooks, create anchor charts, and choose a common instrument for students track and reflect on their data. The instrument includes space for student reflection and “next steps.” -History teachers utilize systemic documents (curriculum guide, Canvas resources, textbook materials, DBQ online) to collaborate on planning and enacting lessons that build the historical timeline and regularly incorporate close reading and writing around historical documents. Teachers choose a common instrument for students to track and reflect on their growth in

historical thinking/disciplinary literacy skills. -Planning means working through the lesson/work yourself -Set a Unit start and end date to ensure pacing does not get off track and discuss pace weekly during PLC.

Action Step #3

Increase Reading and Writing within the Social Studies Curriculum

Person Monitoring:

Matthew Miller

By When/Frequency:

Ongoing

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

- Ensure teachers receive professional development around the DBQ Online software. - -Students will write at minimum 2 times weekly in Social Studies class in at least a paragraph or more -Students will read and text mark as appropriate -All courses will use DBQ to the maximum capacity including writing out the DBQ.

Action Step #4

Utilize Data Properly

Person Monitoring:

Matthew Miller

By When/Frequency:

Ongoing

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

-Analyze Unit Assessment and Cycle Data as it becomes available. -Create remediation plans via data as needed. - Regularly assess (formally and informally) and utilize data to modify and adjust instruction. -Teachers utilize ongoing formative assessment and use the information gained to adjust instruction, enrich and reteach, and provide research-based interventions. -Hold data chats with students/provide feedback to ensure that students are aware of their progress throughout the school year

Area of Focus #6

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

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

Area of Focus Description and Rationale

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

Overall, our Black student population met the benchmark needed for the Federal Points index requirement of 41%, however we want to continue to push our black student population into higher rates of proficiency to continue to ensure that they grow yearly and do not become stagnant in growth or decline.

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.

For the 25/26 school year we would like to achieve a level of 55% for the Federal Points index for our Black students, which would indicate growth in multiple areas.

Monitoring

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

Monitoring will take place in MTSS meetings and through counselor and administrative check ins with our black students.

Person responsible for monitoring outcome

Admin and Counselors

Evidence-based Intervention:

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

Description of Intervention #1:

-Everyday engagement -Reading and writing in all subject areas -Data Chats with trusted adults

Rationale:

Black students can sometimes not feel as if they are a part of a campus due to varying factors, so it is important to ensure engagement with students on a daily basis and to have trusted adults to go to for multiple reasons.

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

Daily Engagement

Person Monitoring:

Classroom Teachers/Admin

By When/Frequency:

Ongoing

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

- Use responsive strategies to build confidence and engagement, such as: -Calling on all students by name to ensure opportunities to respond -Providing specific, meaningful praise tied to effort and growth - Provide students with frequent inquiry driven learning tasks that allow them to ask questions and explore content through personally relevant context that is directly connected to critical content. - Encourage productive-struggle for students as they work throughout the year and ensure they have the time to struggle through document analysis. -Focus on student centered activities, specifically small group instruction/activities. -Engage all students on a daily basis to ensure that students feel

they are held accountable on a continuous basis -Attend schoolwide PD that is focused on student engagement

Action Step #2

Reading and writing in all subject areas

Person Monitoring:

Administrators

By When/Frequency:

Ongoing

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

-There will be a schoolwide emphasis on reading and writing across content areas and we will ensure that students are held accountable with check ins and data chats with trusted staff members.

IV. Positive Learning Environment

Area of Focus #1

Other: Parent Engagement

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.

Parent engagement is a crucial part of developing a school community and there can never be enough parent involvement. Every time a parent sets foot in the school building for a positive reason it is a plus.

Measurable Outcome

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

Increase the number of parent engagement activities to at least 2 per grading period.

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.

Track attendance and increase the number of events in which parents set foot on campus in a positive manner.

Person responsible for monitoring outcome

Matthew Miller, Giovanna Thomas and Aisha Newton

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:

-Create more opportunities for parents to attend events at TSMS

Rationale:

-Parent involvement is essential to building a positive school culture.

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

Parent Event Scheduling

Person Monitoring:

Matthew Miller, Giovanna Thomas and Aisha
Newton

By When/Frequency:

Ongoing

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

Create multiple events for parents to come into the school including, but not limited to: 1. Spartan Camp and Meet the Teacher (Summer 25) 2. Back to school nights (Q1) 3. Parent Technology Information night (Q1) 4. High School Planning Day (Q2) 5. Bi-Monthly All Pro Dad's Meetings 6. Weekly messages from Principal (text and email) 7. Build a stronger PTSA and SAC 8. Chorus, Band, Orchestra Concerts (Q2 and Q4) 9. PM Data Dive (Q3) 10. High School Transition Meeting (Q3) 11. 8th Grade Moving Up Ceremony (Q4)

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.

The SIP will be available through our webpage (<https://www.pcsb.org/tarpon-ms>) with our one pager being included in our staff handbook, posted online and once approved shared with our families through Principal's weekly messages.

- 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.

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)).

We will use the current climate survey results to drive our parent and family engagement plan as well as budget. We will also aim to increase the number of stakeholders attending SAC and PTSA meetings as well as provide multiple opportunities for feedback and stakeholder input during meetings. We will include quarterly parent engagement sessions facilitated by administration to families/stakeholders.

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)).

As outlined by our SIP one pager and included in depth in this SIP: Increase Student Engagement Through interactive learning, student voice, and real-world connections. Strengthen Reading & Writing Across Content Areas With consistent practice in critical thinking, explaining reasoning, and text-based responses. TARPON SPRINGS MIDDLE SCHOOL Enhance Teacher & Student Clarity Strengthening teacher understanding of the standards, enabling students to clearly know what they are learning, how to succeed, and how to track their own progress.

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)).

ESOL- Tarpon Springs 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) - Tarpon Springs 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 students.

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

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)).

N/A

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)).

N/A

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)).

A Title I Support Assistant serves as a bridge between instructional support and behavioral intervention, helping:

- Implement and reinforce a schoolwide tiered behavioral model,
- Deliver targeted early interventions,
- Coordinate services aligned with IDEA and ESSA goals,
- And reduce behavioral barriers to learning—especially for low-income and at-risk students.

This role is essential to a preventive, inclusive, and equity-driven school climate.

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)).

N/A

Strategies to Assist Preschool Children

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

N/A

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

ESE Case worker will review all IEPs prior to beginning of the school year, note when reviews are needed and ensure ESE support teachers are provided with the proper resources to engage their assigned students with SDI. This will be done in coordination with the District VE liaison.

Instructional materials used will be pulled using District resources (from sharepoint, consumables, etc.) that have been identified as proper sources of instruction to reach the adequate depth of the standard/benchmark.

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).

Overall, our students with disabilities have fallen short of the Federal Points index requirement of 41% for the past 6 years. For the 24.25 school year we moved closer to our goal with a score of 40.25%. This is not adequate, and we will continue to focus on the growth of our SWD in all subject areas. Our goal is to increase to 45% for our SWD by the end of the 25/26 school year.

The main focus for our SWD students will occur in their ELA and Math courses, with SDI minutes being utilized in the appropriate way (based on the specific language of the IEP), SDI minutes documented and data being consistently tracked (based on the IEP goals) to ensure that student performance does not become stagnant or that their IEP goal is actually meeting their current academic needs. This will occur from day one through the end of instruction in May. There will also be an emphasis on small group instruction with both the ESE support teacher and the classroom teacher, with a focus on setting up small group instruction by data points as well as with the intention utilize small group for release of work to students (encouraging critical thinking skills, discussion, etc.)

VII. Budget to Support Areas of Focus

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