Volusia County Schools

NEW SMYRNA BEACH MIDDLE SCHOOL



2025-26 Schoolwide Improvement Plan

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School Board Approval

This plan was approved by the Volusia County School Board on Submitted 7/31/25.

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

New Smyrna Beach Middle School will engage ALL students in high levels of learning.

Provide the school's vision statement

We believe in a collaborative culture where each staff member, student, and family takes responsibility for helping ALL students meet the expectations of essential standards and essential behaviors.

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

Rebecca Porter

rlporter@volusia.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

The jobs duties in this role include supervising all instructional staff, supervising all support staff, implementation of instructional practices, implementation of School Improvement Plan action steps, assign School Leadership Team, coordinate meetings of School Leadership Team, engage with all stakeholders, and final approval of School Improvement Plan.

Leadership Team Member #2

Employee's Name

Teresa Speidel

tlspeide@volusia.k12.fl.us

Position Title
Assistant Principal

Job Duties and Responsibilities

The jobs duties in this role include supervising all assigned staff, implementation of instructional practices in assigned curriculum areas, implementation of School Improvement Plan action steps, participate in all meetings of School Leadership Team, and engage with all 6th grade stakeholders.

Leadership Team Member #3

Employee's Name
Aaron Alves

ajalves@volusia.k12.fl.us

Position Title
Assistant Principal

Job Duties and Responsibilities

The jobs duties in this role include supervising all assigned staff, implementation of instructional practices in assigned curriculum areas, implementation of School Improvement Plan action steps, participate in all meetings of School Leadership Team, and engage with all 8th grade stakeholders.

Leadership Team Member #4

Employee's Name
Eleeta Hopkins

eshopkin@volusia.k12.fl.us

Position Title
ESE Assistant Principal

Job Duties and Responsibilities

The jobs duties in this role include supervising all assigned staff, implementation of instructional practices in assigned curriculum areas, implementation of School Improvement Plan action steps, participate in all meetings of School Leadership Team, and engage with all ESE stakeholders.

Leadership Team Member #5

Employee's Name
Carly Reilly

careilly@volusia.k12.fl.us

Position Title
Administrative Dean

Job Duties and Responsibilities

The jobs duties in this role include supervising all assigned staff, implementation of instructional practices in assigned curriculum areas, implementation of School Improvement Plan action steps under PBIS, participate in all meetings of School Leadership Team, and engage with all 7th grade stakeholders.

Leadership Team Member #6

Employee's Name
Kelli Casey

kscasey@volusia.k12.fl.us

Position Title
Academic Coach

Job Duties and Responsibilities

The duties in this role include monitoring and mentoring all identified instructors, implementation of instructional practices in curricula, implementation of School Improvement Plan action steps in assigned department and participation in School Leadership Team.

The instructional coach also works collaboratively with teachers to complete coaching cycles which include lesson planning, preconference's, observations, post-conferences, and analyzing student learning. Coach can be a thought partner with teachers and not evaluative, support teachers in implementing standards benchmark-based lessons through modeling and coteaching, facilitate professional learning that focuses on curriculum standards benchmarks, four walk-through look fors, and teaching practices. Coach can also support professional learning communities using PLC “PLC Meeting Note Form” to record and focus planning on the four walk-through look-fors and serve with the school leadership team.

Leadership Team Member #7

Employee's Name
DeAnna Haught

dlhaught@volusia.k12.fl.us

Position Title
Math Department Leader

Job Duties and Responsibilities

The jobs duties in this role include monitoring and mentoring all Math instructors, implementation of instructional practices in assigned curriculum area of Math, implementation of School Improvement Plan action steps in assigned department and participate in some recommended meetings of School Leadership Team.

Leadership Team Member #8

Employee's Name
Rebecca Baker

rlbaker1@volusia.k12.fl.us

Position Title
Science Department Leader

Job Duties and Responsibilities

The jobs duties in this role include monitoring and mentoring all Science instructors, implementation of instructional practices in assigned curriculum area of science, implementation of School Improvement Plan action steps in assigned department and participate in some recommended meetings of School Leadership Team.

Leadership Team Member #9

Employee's Name
Erin Keeran

emkeeran@volusia.k12.fl.us

Position Title
Social Studies Department Lead

Job Duties and Responsibilities

The jobs duties in this role include monitoring and mentoring all Social Studies instructors, implementation of instructional practices in assigned curriculum area of Social Studies, implementation of School Improvement Plan action steps in assigned department and participate in some recommended meetings of School Leadership Team.

Leadership Team Member #10

Employee's Name
Katelyn Filz

Position Title
Elective Department Leader

Job Duties and Responsibilities

The jobs duties in this role include monitoring and mentoring all Elective instructors, implementation of instructional practices in assigned curriculum area of all electives, implementation of School Improvement Plan action steps in assigned department and participate in some recommended meetings of School Leadership Team.

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.

Stakeholder involvement and SIP development is ongoing throughout the school year through many avenues. The school leadership team meets in the summer during the School Leadership Team training to begin the SIP process. The school leadership team also meets once a month or more if necessary to review, monitor, revise, and assess the SIP. The school leadership team crafts the first draft of the SIP, revises SIP with input from other stakeholders, completes mid-year review of the SIP, and continuously monitors SIP progress throughout the school year. Teachers and school staff are introduced to the SIP during preplanning at the opening faculty meeting. During faculty meetings and PLC's teachers review SIP, using large SIP posters in meeting rooms, complete SIP focused professional developments, review SIP data, complete strategies in SIP, and revise the SIP adding any new strategies necessary. Families, community members, and business partners are introduced to the SIP at the School Advisory Council meeting and parents are invited via phone call, marquee, email, and text to come to our school to review and add input on the SIP. The community may also access the SIP via the website. Families, community members, and business partners are also involved in reviewing the SIP during the mid-year and adding in any additional input to aid our school in meeting our goals. Students are introduced to and discuss the SIP using posters of the SIP around the school. Teachers also review the SIP in their classrooms to ensure that students understand the Focus Area goal the teacher is working towards.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for

those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The SIP will be monitored and revised for effective implementation throughout the school year. School administration and instructional coach will use walk-through and discipline data to monitor action plans' steps in accomplishing the Area of Focus Goals to find effective implementation and devise a plan to aid those not effectively implementing the action steps. The School Leadership Team will review academic and discipline data, teacher feedback, and family input to review and revise the SIP. The teachers will collect and review data during faculty meetings and PLC to monitor that our school is working towards fulfilling the Focus Area goals. Families, community members, and business partners will also monitor the SIP for effective implementation through reviews of the SIP, data, and input during the SAC meeting which are open to the public as well. School leaders will also participate in mid-year review meetings and throughout the year to review, monitor, and revise the SIP.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**MIDDLE/JR. HIGH** **6-8**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**NO**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**85.2%**
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)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: B** **2023-24: B** **2022-23: C** **2021-22: C** **2020-21:**

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment							339	327	328	994
Absent 10% or more school days							89	83	100	272
One or more suspensions							25	70	67	162
Course failure in English Language Arts (ELA)							9	9	17	35
Course failure in Math							14	7	9	30
Level 1 on statewide ELA assessment							46	66	89	201
Level 1 on statewide Math assessment							41	58	69	168
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)							82	52	20	154
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)							0	0	0	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							57	70	79	206

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							0	1	0	1

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days							80	103	101	284
One or more suspensions							19	53	75	147
Course failure in English Language Arts (ELA)							3	13	23	39
Course failure in Math							8	17	10	35
Level 1 on statewide ELA assessment							51	54	59	164
Level 1 on statewide Math assessment							54	60	72	186
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							33	69	75	177

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

The number of students retained:

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

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	56	52	58	50	48	53	44	44	49
Grade 3 ELA Achievement			27			21			
ELA Learning Gains	54	54	59	54	51	56			
ELA Lowest 25th Percentile	47	49	52	52	47	50			
Math Achievement*	59	56	63	56	55	60	52	48	56
Math Learning Gains	52	56	62	53	61	62			
Math Lowest 25th Percentile	43	55	57	60	59	60			
Science Achievement	63	56	54	61	53	51	47	49	49
Social Studies Achievement*	73	69	73	73	69	70	64	67	68
Graduation Rate									
Middle School Acceleration	73	76	77	70	71	74	47	62	73
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)		50	53		47	49	50	31	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	58%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	520
Total Components for the FPPI	9
Percent Tested	96%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
58%	59%	51%	45%	44%		53%

* 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	34%	Yes	6	
English Language Learners	45%	No		
Black/African American Students	54%	No		
Hispanic Students	50%	No		
Multiracial Students	53%	No		
White Students	59%	No		
Economically Disadvantaged Students	52%	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	56%		54%	47%	59%	52%	43%	63%	73%	73%			
Students With Disabilities	24%		41%	39%	27%	44%	37%	23%	41%	33%			
English Language Learners	33%		50%	40%	54%	50%							
Black/African American Students	38%		70%	79%	41%	58%	39%	42%	65%				
Hispanic Students	47%		51%	39%	48%	40%	40%	73%	53%	57%			
Multiracial Students	50%		55%	55%	57%	55%	31%	63%	52%	60%			
White Students	59%		53%	42%	61%	52%	45%	64%	77%	74%			
Economically Disadvantaged Students	47%		50%	49%	49%	48%	40%	57%	64%	62%			

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	50%		54%	52%	56%	53%	60%	61%	73%	70%			
Students With Disabilities	17%		45%	46%	23%	46%	54%	40%	33%	58%			
English Language Learners			50%			60%							
Black/African American Students	23%		54%	58%	29%	54%	66%	26%	48%	64%			
Hispanic Students	44%		53%	38%	53%	54%	64%	42%	50%	64%			
Multiracial Students	37%		56%	54%	60%	46%	50%	58%	63%	73%			
White Students	54%		53%	51%	58%	53%	60%	66%	76%	71%			
Economically Disadvantaged Students	40%		50%	50%	47%	53%	59%	52%	63%	67%			

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	44%				52%			47%	64%	47%			50%
Students With Disabilities	18%				28%			16%	34%				
English Language Learners	27%				73%								
Black/African American Students	16%				24%			24%	36%				
Hispanic Students	34%				49%			47%	59%	54%			
Multiracial Students	40%				48%			44%	61%	40%			
White Students	47%				55%			50%	67%	47%			
Economically Disadvantaged Students	37%				46%			39%	57%	41%			

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	59%	53%	6%	60%	-1%
ELA	7	52%	51%	1%	57%	-5%
ELA	8	56%	52%	4%	55%	1%
Math	6	59%	50%	9%	60%	-1%
Math	7	33%	34%	-1%	50%	-17%
Math	8	57%	56%	1%	57%	0%
Science	8	62%	56%	6%	49%	13%
Civics		71%	67%	4%	71%	0%
Algebra		73%	49%	24%	54%	19%
Geometry		83%	61%	22%	54%	29%
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		8%	14%	-6%	16%	-8%
Civics		** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		27%	17%	10%	18%	9%
Civics		** data suppressed due to fewer than 10 students or all tested students scoring the same.*				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement was our overall ELA achievement increased from 50 in 2023-2024 to 56 in 2024-2025 which was up 6%. The new actions that our school took that increased the ELA achievement were implementing RACE and closed reading strategies school wide. Our school also began implementing small groups in the ELA classrooms one to two days a week.

Lowest Performance

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

The data component that showed the lowest performance was our math lowest quartile from 60 in 2023-2024 to 43 in 2024-2025 which is down 17%. The contributing factors for this year’s lower performance in the Math lowest quartile included student absences, staffing inconsistency in the Math department, vacancies in the math ESE department, and varying math coaching from the district math department.

Greatest Decline

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

The data component that showed the greatest decline was our math lowest quartile from 60 in 2023-2024 to 43 in 2024-2025 which is down 17%. The contributing factors for this year’s lowest performance in the Math lowest quartile included student absences, staffing inconsistency in the Math department, vacancies in the math ESE department, and varying math coaching from the district math department.

Greatest Gap

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

The data component that had the greatest gap when compared to the state average is the Math lowest quartile which our school scored 43 and the state is 57 which is a difference of 14%.

The contributing factors include student absences, staffing inconsistency in the Math department, vacancies in the math ESE department, and varying math coaching from the district math department. The school leadership team also believes that there needs to be more whole school support on math concepts and more push for incorporating math concepts school wide in the first semester not just the second quarter before testing.

EWS Areas of Concern

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

In reflecting on the EWS data, the leadership team identified two areas of concern for our school, including absences of 10% or more school days and the ELA or Math level 1 students, especially as this pertains to students with disabilities.

Highest Priorities

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

Our school's leadership team identified the highest priorities for our school improvement plan are absenteeism and lowest quartile ELA and Math, with particular attention to students with disabilities.

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 Intervention

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 ELA and Math overall FAST data indicates a crucial need in ELA and Math interventions, with a focus on the SWD subgroup and lowest quartile. State FAST data displays ELA at 56% overall (with SWD at 24% and lowest quartile is 47%) and Math at 59% overall (with SWD at 27% and lowest quartile 43%). While overall proficiency increased in both ELA and Math our lowest subgroups of SWD and lowest quartile continued to struggle in both ELA and Math.

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.

Student Practice: The measurable outcome will be ELA increasing to 60% overall (with SWD at 28% and lowest quartile 58%)**.** Math will increase to 63% overall (with SWD at 31% and lowest quartile 54%).

Teacher Practice: The measurable outcome will also include 60% of classroom teachers by mid-year and 90% of classroom teachers by end of year will provide students with small group instruction and specific remediation intervention plans targeting benchmarks as indicated by district assessment data.

Coaching Practice: The measurable outcome will be the number of teachers receiving Tier 2 – 3 support will decrease by 80%.

Monitoring

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

Student Practice: After instruction of the standard benchmarks, various assessments (classroom, district, and state) is administered to students and provide data to chart and measure over time.

Student data, including ESSA subgroup students and lowest quartile, will be shared and compared to previous testing scores, state proficiency, and growth trends.

Teacher Practice: PLCs will meet to review academic data trends, provide support for standards benchmark based instruction and cross curriculum support in lesson plans, aid in adjusting lesson plans to meet student needs, give ideas on instruction delivery including small group lessons, and the creation of remediation intervention plans detailed in meeting minutes. PLC will emphasize and focus planning using the PLC record form including explicit standard benchmark instruction, standard benchmark aligned tasks, standard benchmark higher level questions, and student collaboration activities. Classroom walk-through data will be collected, shared, and analyzed with teachers during PLC meetings which will be recorded in meeting minutes.

Coaching Practice: The school leadership team and instructional coach will meet to review data trends, provide support for standards benchmark based instruction, aid in adjusting lesson plans, give feedback on instruction delivery, and provide remediation intervention support. School leadership will conduct classroom walk-throughs to ensure rigorous standards benchmark based instruction is reflected in classroom targets/tasks, use of small group collaboration and intervention strategies in the classroom to ensure students are meeting the standard benchmarks throughout the lessons. School instructional coach and leaders will present professional developments to aid in creation and implementation of classroom lesson's target/ tasks aligned to the standards benchmarks, classroom teacher led small group instruction, school wide remediation norms, intervention strategies, and instruction of students with disabilities detailed in meeting agendas and minutes.

Person responsible for monitoring outcome
Rebecca Porter

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 evidence-based strategy being implemented to achieve the measurable outcome is standards benchmark-based instructional interventions through all stakeholders of the school through professional development and implementation.

Rationale:
The rationale for using the strategy of standards benchmark-based instruction is that all educational stakeholders must align to high rigorous standards of instruction to increase overall student achievement in math and ELA. John Hatties effect sizes of collective teacher efficacy is 1.57, teacher clarity .75, setting standards for self judgement .62, comprehensive instructional programs for teachers is .72, learning goals vs no learning goals .68, and teacher feedback .76. Research on

standards benchmark-based instruction have been conducted by the Florida Department of Education, American Federation of Teachers, and Learning Sciences Marzano Center which recommend standards benchmark-based instruction to increase student success rate.

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
Small group instruction for intervention

Person Monitoring:
Kelli Casey

By When/Frequency:
A department-based small group instruction training will take place during PLC on September 11th. Administration, teachers, and coaches will complete learning walks of model teacher classrooms to observe and learn from their small group lessons in real time. Monitoring will take place during administrative walk-through data collection.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The small group instruction for intervention action step will include a small group training based on curriculum and departments. Model teachers from each department will train, guide, and aid the other teachers within their department on how to best implement small group instruction to meet student needs for intervention of standards-based benchmarks. There will also be learning walks for the teachers, administration and coaches to see how the small group instruction works within the classroom. Our school will also invite district coaches to aid in teacher learning walks to see small group instruction for intervention purposes implemented in the classroom. The monitoring of the impact of this action will take place during the administrative and district walk through observations.

Action Step #2
PLC and department common remediation tools and strategies

Person Monitoring:
Kelli Casey

By When/Frequency:
The training will take place on August 27th, 2025.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The action step that will be taken to implement common remediation tools and strategies include training on remediation tools such as Canvas, department specific digital remediation tools, and how to implement these tools for students in need will be reviewed in a teacher small group setting. The action step will be monitored through PLC discussions and meeting notes. Department chairs will monitor that the remediation tools and strategies are implemented and answer any follow-up questions. Administration will also complete data chats to reflect if teachers are implementing the remediation tools and strategies within their classrooms.

Action Step #3
Data analysis with instructional and remediation intervention planning

Person Monitoring:
Kelli Casey

By When/Frequency:
The data analysis with instructional and remediation intervention planning will take place on October 15th, January 21st, and March 25th. Data analysis with instructional and remediation planning will also be reviewed weekly during PLC with administrative and coaching guidance.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
During the action step of data analysis with instructional and remediation intervention planning, there will be training that will include using data dashboard to identify the lowest five benchmarks on the latest district assessment data to plan differentiated remediation, student interventions, teacher led small group instruction, and verification of learning. The school will monitor this through PLC meeting minutes and department chairs checking in with teachers. The instructional coach and department chairs will also review the instructional and remediation tools and strategies they should be implemented and answer any follow up questions during PLC meetings.

Action Step #4
“Save a Stingray” for Lowest Quartile and SWD students in need

Person Monitoring:
Teresa Speidel

By When/Frequency:
Students and volunteer teachers will be paired during the week of October 20th based on student instructional and discipline data. Teachers will be required to meet with their stingray at least once a week.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The action step taken of “Save a Stingray” will include the volunteer teacher and student “stingray” meeting once a week to discuss and create plans based on instructional data, discipline data, absence data, goals setting, and the student personal needs. There will be a celebration for both the volunteer teachers and student “stingrays” meeting their goals at the end of the school year. The administration, guidance counselors, and leadership team will review the data for these specific “stingray” students to see if their overall needs are being met and overall data for the student is increasing.

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.

Discipline data shows an increase in the number of referrals written from 1726 in the 2023 – 2024 school year to 2164 referrals written in the 2024 – 2025 school year. That is an increase of 438. Out of the 2164 referrals, 365 referrals resulted in receiving PASS with 117 SWD (32% of referrals). Out of the total number of referrals, 310 referrals resulted in the student receiving Out-of-School Suspension with 147 SWD (47%), and 18 referrals resulted in suspending pending expulsion with 10 SWD (56%). Data shows that the students with high levels of discipline are also students with high absenteeism and SWD. Attendance data shows 272 students missed at least 10% of school.

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.

Student Practice: The measurable outcome will be a 30% reduction in the number of referrals written, especially with out-of-school suspensions. Students are aware of the expectations on campus and in classrooms while administration will help to embed expectations within the classroom curriculum. PBIS Rewards provides data so students can track the expectations met. Students decide whether to use their points in the online school store or save their points. Students requiring more intensive behavior interventions can track their progress using the teacher to students Check-In Check-Out feature.

Teacher Practice: The measurable outcome will also include 80% of classroom teachers by mid-year and 98% of classroom teachers by end of year using the PBIS Rewards system to track students' points or lack of points rewarded for positive behaviors. Teachers will review discipline data and determine possible students need for MTSS or "Save a Stingray" program periodically during PLCs. Teachers will use Positive Interventions as part of their behavior plans for Tier 2 and Tier 3 students.

Coaching Practice: The measurable outcome will be that the number of teachers receiving Tier 2 – 3 supports will decrease by 50%. Teachers will receive monthly discipline data for their classroom and overall campus discipline. The coach will use data to determine what support teachers need to implement positive reinforcements and reduce office referrals and suspensions.

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.

Student Practice: Students are reminded daily of the expectations on campus using school news, projectors, and posters campus wide. Frequent events are planned for students who demonstrate positive behaviors. Students monitor their PBIS points online to determine eligibility for rewards and events.

Teacher Practice: The Administrative Dean will monitor the PBIS Rewards system and PST/MTSS

for teacher behavior referrals.

Coaching Practice: Teachers will be coached on the PLC/ MTSS to determine if a student needs Tier 2 or Tier 3 PBIS interventions.

Person responsible for monitoring outcome
Rebecca Porter

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 evidence-based intervention that will be implemented is Positive Behavior Intervention and Support. The Positive Behavior Intervention and Support will be monitored through the online PBIS system by the school leadership team, especially the administrative dean.

Rationale:
The rationale for selecting the Positive Behavior Intervention and Support is Classroom Management has an effect size of .52. Expectations and clarity of behavior expectations is fundamental to implementing PBIS. Teacher Clarity (.75 Effect Size) and PBIS are both based on the fundamentals of transparent expectations. Feedback also has an effect size of .75. PBIS is a behavior intervention system that works best with immediate rewards for positive behavior. Teachers using PBIS as a reward for behavior is feedback.

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
Student understanding of the expectations of our four PBIS words respect, responsible, cooperation, and safety implemented school wide and use of the PBIS online system

Person Monitoring:
Carly Reilly

By When/Frequency:
Assembly to train students during first week of school, refresher in second semester, and daily reminders.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students will be trained in the expectations of four PBIS words respect, responsible, cooperation, and safety implemented school wide and the online reward system of PBIS during first week assembly. School news videos will give students reminders with specific examples of proper and improper

procedures. Expectations will be displayed for students on projector screens in the cafeteria and on posters around campus including classroom posters. Students will also be able to monitor PBIS online reward system based on the four PBIS words of respect, responsible, cooperative, and safety. There will be at least two PBIS reward celebrations. Students identified as “stingray” students will also review their discipline data with their paired teacher to make sure their needs are met and they are setting goals based on their PBIS data.

Action Step #2
Teacher to student positive relationship building using the four PBIS words respect, responsible, cooperation, and safety in line with the PBIS online reward system.

Person Monitoring:
Carly Reilly

By When/Frequency:
Training during first week training and refresher training on ERPL January 5th

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will be trained during the first week training and refresher training during ERPL January 5th on building positive relationships with students, school wide use of the four PBIS words, using PBIS points system online, MTSS system to identify students in need of additional support, and PBIS celebrations. Teachers will receive posters with PBIS expectations including the four PBIS words to be displayed in all classrooms and used while speaking with students. Teachers will be given opportunities to complete learning walks of other classrooms to see the PBIS system implemented in real time. School Leadership Team and PLC will meet regularly to discuss student discipline data and PBIS strategies for monitoring student growth in this area. Data from PBIS rewards will be pulled and shared with staff for Students with Disabilities to ensure equitable distribution of points to ESSA group. Teacher volunteers will be utilized to pair with data indicated students in need of monitoring in the “Saving a Stingray” program to help students with goal setting to reach more PBIS points and positive behaviors overall.

Action Step #3
Community Involvement

Person Monitoring:
Teresa Speidel

By When/Frequency:
monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
SAC and PTSA will use community partners to stock the school PBIS store which students can purchase items using PBIS points based on the four PBIS words. The four PBIS words will be used in communications home to families as a reminder of the school expectations for all stakeholders. Community will be involved in reviewing the student discipline data to monitor positive trends in students’ behaviors. Community will also be involved in volunteering to complete in class presentations to encourage students’ positive behaviors on campus and in the community. Our school will setup a family support system including presentations on discipline, county-based tools, and community outreach resources.

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.

Our school is not labeled Title I.

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)).

Our school is not labeled Title I.

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)).

Our school is not labeled Title I.

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)).

Our school is not labeled Title I.

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)).

Our school is not labeled Title I.

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)).

Our school is not labeled Title I.

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)).

Our school is not labeled Title I.

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)).

Our school is not labeled Title I.

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)).

Our school is not labeled Title I.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

Our school uses multiple resources to meet the needs of our Students with Disabilities and the resources are monitored throughout the school year. Resources used include morning tutoring which is monitored using tutoring logs. Support facilitation teachers are used to support Students with Disabilities and they use support facilitation logs to monitor that the students are meeting their goals throughout Ed Modified. The Science teachers use Penda for the implementation of remediation of standards-based benchmarks and the use of Penda was monitored through PLC logs. The Math teachers use IXL for the implementation of remediation of standards-based benchmarks and the use of IXL was monitored through PLC logs. The ELA teachers use HMH for the implementation of remediation of standards-based benchmarks and the use of HMH was monitored through PLC logs. The Civics teachers use iCivics for the implementation of remediation of standards-based benchmarks and the use of iCivics was monitored through PLC logs. PBIS was used to provide positive reinforcement for all students including Students with Disabilities and was monitored for implementation by administration.

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).

Our school has identified multiple resources to meet the needs of the students with disabilities. Resources include RACE Posters to support reading and writing across all content areas to address student reading and writing deficits. In order to remediate standards-based benchmarks, the core teacher will use the following programs Penda and Generation Genuis in Science, IXL in Math, HMH in ELA and icivis and National Geographic in Social Studies classes. Training of teachers on small group instruction and implementation will allow all teachers to address student needs in a more individualized basis. PLC weekly updates will give insight to all teachers on expectations across curriculum and tips for reading and writing, math, technology, SWD’s, ELL, and small group instruction. This will allow all teachers to be on the same page about student expectations and include collaboration between teachers to better support all student learning. Ed modified data collections tools will be utilized to collect SWD data from lessons plans, student accommodations, goal tracking, behavior intervention plans, and support logs.

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