Pinellas County Schools

FITZGERALD MIDDLE SCHOOL

2026-27 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

Our mission is to provide the highest academic achievement through a positive and safe learning environment to prepare every scholar for college, career and life.

Provide the school's vision statement

Our vision is for 100% scholar success.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Ija Hawthorne

hawthornei@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

Instructional and operational leader within the school community. Critical lens to work on improving student outcomes, through the hiring, development, support, supervision and retention of high-quality instructional and support staff

Leadership Team Member #2

Employee's Name

Leah Donnelly

donnellyl@pcsb.org

Position Title
Assistant Principal

Job Duties and Responsibilities

In collaboration with and aligned to the direction of the Principal, the Assistant Principal supports the creation of the culture of rigorous learning, belonging and engagement for staff, students and families throughout the school community. In alignment with the Florida Assistant Principal Standards, the Assistant Principal supports and leads assigned school teams.

Leadership Team Member #3

Employee's Name
Amanda O'Mara

omaraa@pcsb.org

Position Title
Assistant Principal

Job Duties and Responsibilities

In collaboration with and aligned to the direction of the Principal, the Assistant Principal supports the creation of the culture of rigorous learning, belonging and engagement for staff, students and families throughout the school community. In alignment with the Florida Assistant Principal Standards, the Assistant Principal supports and leads assigned school teams.

Leadership Team Member #4

Employee's Name
Christine Dunlow

Dunlowc@pcsb.org

Position Title
Assistant Principal

Job Duties and Responsibilities

In collaboration with and aligned to the direction of the Principal, the Assistant Principal supports the creation of the culture of rigorous learning, belonging and engagement for staff, students and families throughout the school community. In alignment with the Florida Assistant Principal Standards, the Assistant Principal supports and leads assigned school teams.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The development of the Morgan Fitzgerald Middle School School Improvement Plan (SIP) is a collaborative process that includes input from a variety of stakeholders, including the School Leadership Team, teachers, support staff, students, families, community partners, and members of the School Advisory Council (SAC). Throughout the school year, stakeholder feedback is gathered through SAC meetings, faculty meetings, student surveys, family engagement events, leadership team discussions, and analysis of student achievement and school climate data.

The School Leadership Team reviews academic performance data, progress monitoring results, attendance trends, behavioral data, and stakeholder feedback to identify areas of need and prioritize improvement efforts. Teachers and staff contribute through collaborative planning, professional learning communities, and data discussions that help identify instructional strengths, challenges, and effective strategies for increasing student achievement. Students provide input regarding school climate, engagement, and learning experiences through surveys and student leadership opportunities. Families and community members share perspectives and recommendations through SAC meetings, family engagement activities, and ongoing communication with school leadership.

Feedback from all stakeholder groups is reviewed and considered during the development and revision of the SIP. Stakeholder input is used to identify priority areas, establish measurable outcomes, select evidence-based strategies, and monitor progress toward school improvement goals. The SAC reviews and provides feedback on the SIP before final approval, ensuring that the plan reflects the needs and priorities of the entire school community and supports continuous improvement for all students.

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 Morgan Fitzgerald Middle School School Improvement Plan (SIP) will be monitored throughout the school year to ensure effective implementation and positive impact on student achievement, with particular attention to students in identified subgroups and those demonstrating the greatest achievement gaps. Progress toward SIP goals will be reviewed regularly through Professional Learning Communities (PLCs), Instructional Leadership Team (ILT) meetings, School-Based Leadership Team (SBLT) meetings, and School Advisory Council (SAC) meetings.

During these meetings, school leaders and staff will analyze multiple sources of data, including FAST progress monitoring results, district assessments, classroom performance data, attendance, behavior, and subgroup achievement data. The school will monitor the fidelity of implementation of evidence-based instructional practices, intervention programs, and support systems identified in the SIP. Data discussions will focus on identifying trends, measuring progress toward established goals, and determining the effectiveness of strategies designed to increase student achievement and close achievement gaps.

Stakeholder feedback from teachers, staff, students, families, community members, and the School Advisory Council will be collected and reviewed throughout the year. Based on data analysis and stakeholder input, the SIP may be revised as needed to address emerging needs, remove barriers to success, and strengthen instructional and intervention practices. This ongoing cycle of implementation, monitoring, feedback, and adjustment ensures continuous improvement and supports the achievement of all students in meeting Florida’s academic standards.

C. Demographic Data

2026-27 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**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**87.9%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **ENGLISH LANGUAGE LEARNERS (ELL)*** **ASIAN STUDENTS (ASN)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2025-26: B** **2024-25: A** **2023-24: B** **2022-23: B** **2021-22: C**

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	0	0	0	0	0	0	270	290	306	866
Absent 10% or more school days	0	0	0	0	0	0	48	51	45	144
One or more suspensions	0	0	0	0	0	0	6	21	16	43
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	3	0	0	3
Course failure in Math	0	0	0	0	0	0	3	0	2	5
Level 1 on statewide ELA assessment	0	0	0	0	0	0	37	38	64	139
Level 1 on statewide Math assessment	0	0	0	0	0	0	41	46	57	144
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 2026-27

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	0	0	0	0	0	0	35	25	51	111

Current Year 2026-27

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	0	0	0	0	1	1
Students retained two or more times	0	0	0	0	0	1	1	0	0	2

Prior Year (2025-26) 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	
School Enrollment							306	322	276	904
Absent 10% or more school days							84	55	67	206
One or more suspensions							10	16	19	45
Course failure in English Language Arts (ELA)							2	7	17	26
Course failure in Math							4	5	1	10
Level 1 on statewide ELA assessment							48	65	72	185
Level 1 on statewide Math assessment							50	52	77	179
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 (2025-26) 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							32	59	75	166

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

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

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 2025-26 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	61	63	62	61	60	58	55	55	53
Grade 3 ELA Achievement			19			27			21
ELA Learning Gains	59	60	61	58	59	59	65	58	56
ELA Lowest 25th Percentile	47	51	53	48	52	52	57	53	50
Math Achievement*	56	65	65	58	65	63	51	61	60
Math Learning Gains	50	57	62	60	60	62	57	61	62
Math Lowest 25th Percentile	49	52	57	60	59	57	54	59	60
Science Achievement	52	60	57	55	59	54	49	52	51
Social Studies Achievement*	82	81	77	84	79	73	82	75	70
Graduation Rate									
Middle School Acceleration	83	84	82	93	84	77	87	80	74
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					49	53		44	49

*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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	60%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	539
Total Components for the FPPI	9
Percent Tested	97%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
60%	61%	59%	53%	47%	46%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	2	
English Language Learners	40%	Yes	5	
Asian Students	81%	No		
Black/African American Students	52%	No		
Hispanic Students	53%	No		
Multiracial Students	73%	No		
White Students	67%	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.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	61%		59%	47%	56%	50%	49%	52%	82%	83%			
Students With Disabilities	25%		43%	46%	22%	43%	40%	10%	45%				
English Language Learners	32%		48%	47%	31%	43%	37%	16%	67%				
Asian Students	89%		73%		84%	62%		70%	92%	94%			
Black/African American Students	41%		41%	42%	43%	48%	58%	39%	74%	85%			
Hispanic Students	51%		55%	47%	44%	45%	43%	36%	76%	78%			
Multiracial Students	72%		66%		69%	48%		76%	100%	80%			
White Students	71%		66%	52%	66%	53%	55%	67%	87%	83%			
Economically Disadvantaged Students	53%		54%	47%	50%	47%	53%	42%	79%	83%			

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	61%		58%	48%	58%	60%	60%	55%	84%	93%			34%
Students With Disabilities	16%		35%	38%	16%	41%	40%	10%	47%				18%
English Language Learners	30%		41%	36%	26%	47%	45%	15%	61%				34%
Asian Students	78%		59%		81%	73%		76%	87%	92%			
Black/African American Students	45%		55%	54%	42%	52%	54%	34%	84%	85%			
Hispanic Students	51%		52%	44%	46%	55%	57%	54%	78%	96%			33%
Multiracial Students	70%		64%		75%	79%	90%	63%	80%	90%			
White Students	71%		62%	48%	69%	63%	61%	58%	90%	95%			20%
Economically Disadvantaged Students	52%		54%	50%	49%	54%	54%	47%	82%	93%			33%

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	55%		65%	57%	51%	57%	54%	49%	82%	87%			36%
Students With Disabilities	20%		52%	47%	18%	44%	48%	22%	61%	83%			26%
English Language Learners	22%		44%	45%	25%	44%	41%	16%	47%	69%			36%
Asian Students	86%		82%		77%	75%		92%	100%	91%			
Black/African American Students	34%		60%	65%	29%	52%	56%	22%	75%	89%			
Hispanic Students	47%		60%	57%	47%	53%	44%	43%	76%	83%			37%
Multiracial Students	61%		69%		59%	56%		47%	85%	100%			
White Students	63%		69%	50%	58%	60%	67%	54%	84%	86%			42%
Economically Disadvantaged Students	48%		62%	62%	43%	54%	53%	38%	79%	86%			30%

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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	58%	64%	-6%	62%	-4%
ELA	7	58%	63%	-5%	62%	-4%
ELA	8	57%	62%	-5%	60%	-3%
Math	6	46%	63%	-17%	60%	-14%
Math	7	19%	24%	-5%	53%	-34%
Math	8	55%	62%	-7%	61%	-6%
Science	8	51%	59%	-8%	52%	-1%
Civics	7	90%	89%	1%	77%	13%
Civics	8	66%	59%	7%	75%	-9%
Algebra	7	98%	97%	1%	96%	2%
Algebra	8	74%	81%	-7%	84%	-10%
Geometry	8	100%	97%	3%	95%	5%

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 demonstrating the greatest improvement was ELA overall learning gains, which increased by 1 percentage point from the previous school year (2024–2025: 58% to 2025–2026: 59%). This growth can be attributed to the implementation of targeted small-group instruction twice weekly, focusing on identified students to provide intervention in specific skill areas.

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 showing the lowest performance was Science Proficiency, particularly among Students with Disabilities (SWD), where proficiency was 10% during the 2025–2026 school year. Overall Science Proficiency for the school also declined from 55% in 2024–2025 to 52% in 2025–2026. Contributing factors may include gaps in foundational content knowledge, inconsistent exposure to grade-level science vocabulary and complex texts, and the challenge of providing targeted intervention in a non-tested subject throughout the year. A review of school trends indicates that science performance has remained below proficiency targets over multiple years, suggesting a continued need for standards-based instruction, increased opportunities for scientific reasoning, and targeted supports for students in ESSA subgroups.

Greatest Decline

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

The data compnent showing the lowest performance was in the Math overall learning gains, which decreased by 10 percentage points from the previous school year (2024-2025: 60% to 2025-2026: 50%). Math Learning Gains for the Lowest 25% of students also declined significantly, dropping from 59% to 47%. Contributing factors may include increased rigor of grade-level standards, inconsistencies in implementation of targeted interventions, and gaps in foundational mathematical skills among struggling learners. The decline was most pronounced among students requiring additional academic support, indicating a need for more frequent progress monitoring, standards-aligned small-group instruction, and increased use of data to drive intervention and acceleration

efforts.

Greatest Gap

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

The greatest gap when compared to schoolwide performance was observed among Students with Disabilities (SWD), particularly in Science Proficiency. While overall Science Proficiency was 52%, SWD Science Proficiency was 10%, representing a 42-percentage-point gap. Similar gaps are evident across multiple content areas, including ELA Proficiency (61% schoolwide compared to 25% for SWD) and Math Proficiency (56% schoolwide compared to 24% for SWD). These trends suggest that students with disabilities continue to require additional support accessing grade-level standards and demonstrating mastery on state assessments. Factors contributing to this gap may include deficits in foundational skills, attendance concerns, and the need for increased differentiation, accommodations, and specially designed instruction. Closing these gaps will require ongoing collaboration between general education and ESE teachers, targeted intervention, and frequent monitoring of student progress.

EWS Areas of Concern

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

Based on the Early Warning System (EWS) data and school performance trends, two primary areas of concern are students demonstrating low academic growth in mathematics and the performance of Students with Disabilities and English Language Learners across multiple content areas. The significant decline in Math Learning Gains and Math Lowest 25% Learning Gains indicates that many students are not making sufficient annual progress toward proficiency. Additionally, persistent achievement gaps among SWD and ELL students suggest a need for enhanced intervention systems, increased access to grade-level content, and stronger progress-monitoring practices. These areas will be prioritized to ensure all students have equitable opportunities for academic success.

Highest Priorities

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

1. Increase Math Learning Gains and Math Lowest 25% Learning Gains through standards-based instruction, targeted intervention, and frequent progress monitoring.
2. Improve achievement outcomes for Students with Disabilities by strengthening inclusive practices, differentiation, and collaboration between general education and ESE teachers.
3. Increase ELA Proficiency and ELA Learning Gains through consistent implementation of data-driven small-group instruction and standards-aligned literacy strategies.
4. Strengthen Science instruction by increasing opportunities for inquiry-based learning, academic vocabulary development, and standards-focused formative assessment.
5. Improve outcomes for English Language Learners through targeted language supports,

scaffolded instruction, and intentional monitoring of academic growth.

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 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.

In 2024, lowest-quartile gains for mathematics were 54%; in 2025, this rose to 59%. In 2026, this dropped 11 points to 48%. This dramatic drop belies a need to focus on the needs of our lowest quartile of learners.

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.

During the 2025-2026 school year, Morgan Fitzgerald Middle School achieved 56% Mathematics proficiency and 50% Mathematics learning gains.

By Spring 2027:

- Mathematics proficiency will increase from 56% to 60%.
- Mathematics learning gains will increase from 50% to 60%.
- Lowest Quartile Mathematics learning gains will increase from 47% to 70%.

These outcomes will be achieved through data-driven small group intervention, high-impact instructional strategies, and student goal-setting and progress monitoring to provide timely feedback and instructional adjustments.

Monitoring

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

Progress toward increasing mathematics learning gains for lowest-quartile students will be monitored through ongoing analysis of FAST Progress Monitoring assessments, district benchmark assessments, classroom formative assessments, intervention data, and PLC common assessments. Mathematics teachers, interventionists, instructional coaches, and administrators will review student

performance data during PLC meetings every two weeks and during School-Based Leadership Team meetings monthly.

The effectiveness of small-group interventions will be monitored by tracking student mastery of priority standards, participation in intervention sessions, and movement between intervention groups. Teachers will utilize student data trackers and conduct monthly conferences with lowest-quartile students to review progress toward individual growth goals. Classroom walkthroughs and lesson observations will be conducted to monitor implementation of high-impact instructional strategies, including explicit instruction, checks for understanding, and timely feedback.

Following each district assessment and FAST Progress Monitoring window, the leadership team will analyze data to determine progress toward the goal of 70% learning gains for lowest-quartile mathematics students. If data indicate insufficient progress, intervention groups, instructional strategies, and support structures will be adjusted to better meet student needs. Findings and progress updates will be shared with faculty, the School Advisory Council, and other stakeholders throughout the year to ensure continuous monitoring and improvement.

Person responsible for monitoring outcome
Amanda O'Mara

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:
Intervention #1: Data-Driven Small Group Intervention: Provide targeted Tier 2 and Tier 3 mathematics intervention through flexible small groups based on PM1, PM2, district assessments, and classroom formative data. Monitor whole group or small group instruction to ensure instruction is designed and implemented according to evidence-based principles.

Rationale:
Research indicates that students performing below grade level make greater gains when instruction is targeted to specific skill deficits and adjusted frequently based on progress-monitoring data. Concrete–Representational–Abstract - Effective teaching of mathematics engages students in making connections among mathematical representations to deepen understanding of mathematics concepts and procedures and as tools for problem-solving. Discourse - Effective teaching or mathematics facilitates discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments. Questioning - Effective teaching of mathematics uses purposeful questions to assess and advance students' reasoning and sense making about important mathematical ideas and relationships. Fluency - Effective teaching of mathematics builds fluency with procedures on a foundation of conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve contextual and mathematical problems. Struggle - Effective teaching of mathematics consistently provides students,

individually and collectively, with opportunities and support to engage in productive struggle and develop perseverance as they grapple with mathematical ideas and relationships. Thinking – Effective teaching of mathematics uses evidence of student thinking to assess progress toward mathematical understanding and to adjust instruction continually in ways that support and extend learning.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

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

Description of Intervention #2:
Intervention #2 High-Impact Instructional Strategies: Explicit instruction has consistently demonstrated positive effects on achievement for struggling learners by reducing cognitive load and increasing opportunities for guided practice.

Rationale:
Explicit instruction has consistently demonstrated positive effects on achievement for struggling learners by reducing cognitive load and increasing opportunities for guided practice.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

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

Description of Intervention #3:
Intervention #3 Student Goal Setting and Progress Monitoring: Engage students in regular goal setting, data tracking, and teacher-led conferencing focused on mathematics growth.

Rationale:
Research shows that students who monitor their own progress and understand their learning goals demonstrate increased motivation, ownership, and academic achievement.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

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

Action Steps to Implement:

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

Action Step #1
1. Data-Driven Small Group Intervention:

Person Monitoring:
Amanda O'Mara

By When/Frequency:
See dates below

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
a. Lowest-quartile students receive intervention at least 3 times per week.
b. Data chats occur every 4–6 weeks to regroup students based on demonstrated needs. Teachers implement a plan for identifying students not meeting benchmarks early in the instructional units through frequent progress monitoring (See action step 2b) and provide additional opportunities for

remediation / intervention.
c. Intervention lessons focus on priority standards and prerequisite skills. Teachers monitor fidelity of small group instruction and student response to small group instruction using standardized data collection tools.
d. Use students' writing to assess understanding, identify misconceptions and guide instruction in the context of focused notetaking routines.
e. Employ instructional practices and routines that promote student-centered learning such as higher-order questioning, problem-solving routines, Play-Explore-Investigate (PEI) routine, Number Sense Making routines, and collaborative structures.
f. Ensure instructional supports are in place for all students during core instruction and intervention based on data, including supports for students with exceptional needs, English language supports as well as extensions / more advanced tasks for students needing enrichment. This action step includes intentional co-planning with
g. Utilize the MTR coaching tool to provide feedback to individual teachers and communicate and highlight evidence-based practices impacting student achievement with the entire staff.
h. Utilize multiple forms of formative assessment to game plan to utilize differentiated resources to inform future instruction.

Action Step #2
2. High-Impact Instructional Strategies:

Person Monitoring:
Amanda O'Mara

By When/Frequency:
See timeline below

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
a. Learning targets and success criteria are visible and referenced daily while being documented in the scholar's interactive composition book. Students are prompted at least 3 times during a daily lesson to check their own understanding against the daily success criteria.
b. Teachers utilize multiple checks for understanding during each lesson, and track those checks as data using a standardized data-collection instrument.
c. Students receive timely feedback and opportunities to correct misconceptions and use double-loop reflection through focused notetaking protocols to cement new learning from corrections.
d. Teachers and administrators engage in common planning utilizing the course curriculum guides, the BEST Instructional Guide to Mathematics (B1G-M), and district created instructional lessons to support implementation of the B.E.S.T. Standards to synthesize the benchmarks, achievement level descriptors, benchmark clarifications, and appendices to fully understand the expected outcomes that carry the full weight of the standards.
e. Teachers and administrators engage in Facilitated Planning professional learning opportunities to become familiar with the design to understand what students are expected to master and demonstrate, including the vertical progressions of standards, horizontal alignment of standards, Mathematical Thinking and Reasoning Standards (MTR's) and potential stages of fluency.

Action Step #3
3. Student Goal Setting and Progress Monitoring:

Person Monitoring:
Amanda O'Mara

By When/Frequency:
See timeline below

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
a. Students maintain school-wide standardized individual data trackers, using success criteria, learning progressions, or ALDs 3-5 to allow students to track their progress towards growth and proficiency.

b. Teachers conduct monthly data conferences with all students, with a focus on lowest-quartile students. Teachers implement goal setting opportunities where students regularly and visibly participate in setting their own goals, monitoring their academic progress throughout the year, revisiting their goals based on data, and celebrating successes.
c. Students set and revise self-created goals following PM1, PM2, and district assessment cycles and track their progess against it.

Action Step #4
4. Differentiation for Subgroups

Person Monitoring:
Amanda O'Mara

By When/Frequency:
Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will:
a. Intentionally plan for using the B1G-M "Strategies to Support Tiered Instruction" with subgroup students (Black, SWD, ELL).
b. Employ the appropriate B1G-M "Strategies to Support Tiered Instruction" at least once a week during small group instruction -- more if needed, based on formative assessment.
c. Use the "Say-Show-Use" strategy to explicitly teach ELL students for the B1G-M "Terms from the K-12 Glossary" at least once a week.
Say: Pronounce and repeat the term.
Show: Give a student-friendly definition, visual, example, and non-example.
Use: Practice with sentence frames: “The ___ is ___ because ___.”
Review: Revisit terms throughout the lesson.

Area of Focus #2

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

ESSA Subgroups specifically relating to English Language Learners (ELL)

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.

In **Math** 2025, 45% of the lowest quartile who were also ELL earned a learning gain from prior year to PM3. In 2026, that number dropped to 38%. This drop in the lowest quartile was mirrored by a 2% drop overall in learning gains with students what are ELL. This shows a need to specifically develop instruction and intervention around the lowest quartile of students who are also English language learners.

In **ELA**, 46% of the lowest-quartile students who were also English Language Learners (ELLs) earned a learning gain from the prior year to PM3 in 2026. While overall ELA learning gains for ELL students were 49%, the lower performance of the lowest quartile indicates that this subgroup continues to require additional instructional support. This data demonstrates the need to intentionally

strengthen core instruction and targeted interventions for lowest-quartile students who are also English Language Learners in order to increase learning gains and close achievement gaps.

Measurable Outcome

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

In **Math** 2027, the percentage of ELL students who are in the lowest quartile who earn a learning gain on PM3 will grow to 50%. In the larger population, the percentage of ELL students with a learning gain will raise 9 points, from 44% to 53%.

In **ELA**, the percentage of lowest-quartile English Language Learners who earn a learning gain on PM3 will increase to 50% by 2027. In the larger ELL population, the percentage of students earning a learning gain will increase from 49% to 58%. Increasing learning gains among lowest-quartile ELL students will contribute to improved outcomes for the overall ELL subgroup and support continued progress toward closing achievement gaps in English Language Arts.

Monitoring

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

Progress toward increasing learning gains for English Language Learners, particularly those in the lowest quartile, will be monitored through FAST Progress Monitoring assessments, district benchmark assessments, classroom formative assessments, intervention data, and language acquisition indicators. Teachers, instructional coaches, ELL support staff, and administrators will review student performance data during PLC meetings every two weeks and during School-Based Leadership Team meetings monthly.

The effectiveness of targeted interventions will be monitored through student participation data, progress toward mastery of priority standards, academic vocabulary growth, and performance on common formative assessments. Collaborative data reviews will occur every 4–6 weeks to evaluate student progress, identify trends, and adjust instructional groups and intervention supports as needed. Classroom walkthroughs and instructional observations will be conducted to monitor implementation of sheltered instructional strategies, including academic vocabulary instruction, structured student discourse, visual supports, and opportunities for reading, writing, listening, and speaking within mathematics instruction.

Teachers will maintain student data trackers and conduct regular goal-setting conferences with lowest-quartile ELL students to review growth, celebrate progress, and establish next steps. Following each FAST Progress Monitoring and district assessment cycle, school leaders will analyze subgroup performance data to determine progress toward the goals of increasing lowest-quartile ELL

learning gains to 50% and overall ELL learning gains to 53%. If data indicate insufficient progress, instructional practices, intervention schedules, and support structures will be adjusted to better meet student needs. Progress and implementation updates will be shared regularly with faculty, the School Advisory Council, and other stakeholders to ensure continuous improvement and accountability.

Person responsible for monitoring outcome
Christine Dunlow

Evidence-based Intervention:

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

Description of Intervention #1:
1. Targeted small-group instruction and intervention for lowest-quartile English Language Learners using language and content objectives aligned to grade-level standards. 2. Implementation of sheltered instructional strategies, including academic vocabulary development, structured student discourse, visual supports, and frequent opportunities for reading, writing, listening, and speaking within core content instruction. 3. Ongoing progress monitoring, student goal setting, and data conferencing to ensure ELL students understand their growth targets and receive timely instructional adjustments.

Rationale:
English Language Learners (ELLs), particularly those in the lowest quartile, require instruction that intentionally develops both academic language and mathematical understanding. Targeted small-group instruction allows teachers to address specific language and skill gaps while maintaining access to grade-level standards. The implementation of sheltered instructional strategies supports comprehension by making mathematical concepts and academic vocabulary more accessible through multiple modalities and structured opportunities for language use. Ongoing progress monitoring, student goal setting, and data conferencing ensure that instruction remains responsive to student needs, promote student ownership of learning, and provide timely interventions that accelerate achievement. Collectively, these evidence-based practices are designed to increase mathematical proficiency, improve learning gains, and close achievement gaps for ELL 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
Integrated Support System for Lowest-Quartile English Language Learners

Person Monitoring:
Christine Dunlow

By When/Frequency:
See timeline below in action description

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Identify lowest-quartile ELL students using PM3, PM1, PM2, district assessment, and classroom performance data.
2. Provide targeted intervention opportunities with a minimum of one time per week focused on both academic language development and priority core content standards.
3. Utilize sheltered instructional strategies in all core content classrooms, including explicit vocabulary instruction, sentence frames, visual supports, structured partner talk, and opportunities for academic discourse.
4. Implement student data trackers and conduct regular goal-setting conferences with lowest-quartile ELL students to monitor progress toward learning gain targets.
5. Provide professional learning and coaching support to teachers focused on effective instructional practices for English Language Learners.
6. Monitor implementation through classroom walkthroughs, intervention logs, student work samples, and progress-monitoring data reviews

Action Step #2
Use of content specific glossaries within content

Person Monitoring:
Dr. Dunlow

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Implement the consistent use of district-developed content glossaries across all core content areas and reinforce their use during classroom instruction. Teachers will explicitly model and encourage students to utilize these glossaries as a language support tool to strengthen vocabulary development, content understanding, and academic language proficiency, thereby increasing student readiness and confidence prior to Progress Monitoring (PM) assessments.

Area of Focus #3

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

Instructional Practice specifically relating to Student Engagement

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 school identified a significant gender achievement gap in 8th Grade Traditional ELA, with male students demonstrating a proficiency rate of 40% compared to 49% for female students, resulting in a 9-point achievement gap. This gap negatively impacts literacy achievement and overall academic success for male students. Data analysis indicated a need for instructional practices that better address the developmental, motivational, and engagement needs of male learners. The school will implement relationship-building practices, gender differentiated instructional strategies, flexible learning environments, and literacy-connected experiences designed to increase engagement, accountability, and literacy achievement among male students.

Measurable Outcome

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

During the 2025-2026 school year, 8th grade traditional male students achieved a 40% ELA proficiency rate compared to 49% for female students, resulting in a gender achievement gap of 9 percentage points. By Spring 2027 PM3, the school will reduce the ELA gender achievement gap from -9 percentage points to less than -6 percentage points while increasing the percentage of male students demonstrating proficiency on ELA progress monitoring assessments.

Monitoring

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

Implementation and impact will be monitored through multiple data sources including PM1, PM2, and PM3 ELA assessment results; module and unit assessment data disaggregated by gender; classroom walkthroughs focused on engagement, participation, and time on task; student engagement surveys; PLC implementation reflections; and consultant coaching feedback. Data will be reviewed regularly through PLCs and leadership team meetings to evaluate effectiveness, make instructional adjustments, and ensure progress toward reducing the gender achievement gap.

Person responsible for monitoring outcome

Leah Donnelly, Chelsea Catarelli

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 implement a comprehensive engagement and literacy initiative that includes: Gender Differentiated Instruction (GDI) strategies such as structured discussion, high-interest texts, and goal-driven literacy tasks. Intentional relationship-building and accountability practices supported through coaching and professional learning. Flexible seating and movement-based classroom structures that support engagement and responsiveness to student needs. Literacy-connected field experiences, guest speakers, and authentic reading and writing opportunities connected to real-world experiences. These practices are designed to increase engagement, participation, assignment completion, and literacy achievement among male students.

Rationale:

Research supports the use of relationship-centered instruction, student engagement strategies, responsive learning environments, and differentiated instruction to improve outcomes for adolescent male learners. School data identified a substantial gender achievement gap in ELA, indicating a need for targeted instructional practices that increase engagement, relevance, and academic ownership among male students. The intervention directly addresses these needs through evidence-based

strategies focused on motivation, accountability, and literacy engagement.

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
Implement Gender Differentiated Instruction and Flexible Seating Strategies in all participating classrooms

Person Monitoring:
8th Grade ELA Teachers, Assistant Principal Donnelly

By When/Frequency:
Daily; beginning August 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will implement gender differentiated instructional strategies, including high-interest texts, structured discussions, goal-driven literacy tasks, and opportunities for movement. Flexible seating options will be utilized to support engagement, collaboration, and student choice during literacy instruction.
Administration and instructional leaders will conduct classroom walkthroughs focused on student engagement, participation, and use of instructional strategies. Student engagement surveys, assignment completion rates, and formative assessment data will be reviewed monthly through PLCs to determine the impact on male student engagement and achievement.

Action Step #2
Conduct Coaching Cycles, Classroom Walkthroughs, and PLC Data Reviews to monitor engagement and instructional implementation

Person Monitoring:
Assistant Principal Leah Donnelly, Educational Consultants

By When/Frequency:
Monthly and during PLC cycles

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will participate in professional learning, coaching cycles, and classroom modeling focused on developing intentional relationships with male students while establishing clear systems of accountability for participation, task completion, and academic ownership.
Implementation will be monitored through coaching feedback, walkthrough observations, PLC reflection protocols, and student surveys regarding classroom climate and teacher-student relationships. Leadership teams will review findings quarterly and provide additional support where needed.

Action Step #3
Analyze PM1, PM2, PM3, survey, and engagement data to adjust supports and evaluate progress toward reducing the gender achievement gap

Person Monitoring:
Assistant Principal, PLC Teams, Site-Based

By When/Frequency:
Quarterly and after each progress monitoring

Closing the Gap Team window

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will provide literacy-connected field experiences, guest speakers, and authentic reading and writing opportunities that increase relevance and engagement for male learners. PLC teams will regularly review student performance data and adjust instruction to meet identified needs.
The school will monitor PM1, PM2, and PM3 data, module assessments, and student engagement surveys to evaluate the impact of literacy-connected experiences on achievement. Data will be reviewed during PLC meetings and leadership data chats to measure progress toward reducing the ELA gender achievement gap from 9 percentage points to less than 6 percentage points.

Area of Focus #4

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

Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale

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

Analysis of 2025-2026 Civics EOC data indicates a decline in proficiency from 86% to 83%. While overall achievement remains strong, this decrease demonstrates a need to strengthen instructional practices that ensure all students consistently engage with grade-level civics standards at the depth and rigor required by the Civics EOC. Classroom observations, assessment data, and PLC discussions indicate a need for greater alignment to benchmark expectations, increased use of Achievement Level Descriptors (ALDs), cognitively complex tasks, and ongoing formative assessment practices.

To address this need, teachers will strengthen standards-driven instruction by clearly identifying and communicating critical content, implementing rigorous civics tasks aligned to Level 3 and higher expectations, and utilizing frequent formative assessments to provide feedback and adjust instruction. These practices will support deeper student understanding of civics concepts and increase proficiency on the Civics EOC.

Measurable Outcome

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

In 2025-2026, 83% of students achieved proficiency on the Civics EOC, a decrease from 86% in 2024-2025. By Spring 2027, the percentage of students achieving proficiency on the Civics EOC will increase from 83% to 93%.

Monitoring

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

Implementation and impact will be monitored through:

- Monthly classroom walkthroughs focused on standards alignment, critical content identification, use of ALDs, and student engagement in cognitively complex tasks.
- PLC reviews of common formative assessments, student work samples, and benchmark mastery data.
- Quarterly reviews of civics progress-monitoring assessments and district common assessments.
- Administrative review of lesson plans, common board configurations, and formative assessment practices.
- Data chats with teachers following each assessment cycle to determine instructional adjustments and intervention needs.
- Evidence of use of student interactive composition notebooks

Person responsible for monitoring outcome

Assistant Principal Dunlow, Social Studies Department Chair, Civics PLC Facilitator (District ISD)

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:

Use of Approved District Materials: Grounding daily instruction in district-developed resources—specifically the G4CE (Guide for Curriculum and Evaluation) and Teacher's Guide—and adopting the built-in questions, tasks, and instructional materials to drive lessons. Explicit Critical Content: Explicitly identifying and communicating critical content and daily success criteria aligned to civics benchmarks, using approved district curriculum guides. ALD-Aligned Rigor: Frequent use of Achievement Level Descriptors (ALDs) alongside district materials to select and evaluate tasks and assessments at Level 3 and higher. Cognitively Complex Tasks: Incorporating cognitively complex questioning, discussion, writing, and document analysis tasks—pulled directly from district resources—that require students to justify, explain, and evaluate civic concepts. Ongoing Formative Assessment: Using continuous formative assessment practices to identify misconceptions, provide timely feedback, and monitor mastery of critical content. Data-Driven Instruction: Providing data-driven small group instruction, remediation, and reteaching based on formative and monthly common assessment results.

Rationale:

Research supports that teacher clarity, identification of critical content, cognitively complex tasks, and formative assessment practices significantly improve student achievement. When teachers consistently communicate learning expectations, engage students in rigorous thinking, and use assessment data to adjust instruction, students demonstrate deeper understanding and improved

performance on standards-based assessments. These practices align directly with the school's instructional priorities and will support increased Civics EOC proficiency.

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
Identify and Communicate Critical Content

Person Monitoring:
Assistant Principal, Social Studies Department Chair

By When/Frequency:
Weekly walkthroughs; monthly PLC reviews

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will utilize district developed resources, specifically the G4CE (Guide for Curriculum and Evaluation) and Teacher's Guide, alongside ALDs to define critical content and communicate daily success criteria. In addition, teachers will adopt vetted instructional questions and tasks.
Students will demonstrate understanding of critical content through use of interactive composition notebooks daily during core and small group instruction.
Leadership will verify the use of district materials via weekly lesson plan reviews and classroom walkthroughs. PLCs will track student mastery of critical content by analyzing monthly common formative assessment data.

Action Step #2
Implement Cognitively Complex Civics Tasks

Person Monitoring:
Assistant Principal, PLC Facilitator

By When/Frequency:
Weekly implementation; monthly student work reviews

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will use ALD-aligned questioning, document analysis, and writing assignments that challenge students to analyze, evaluate, and justify civic concepts at Level 3 and above. To maintain high instructional rigor, teachers will pull these complex tasks and questions directly from approved district curriculum resources. Students will document understanding of concepts by utilizing their interactive composition notebooks daily during core instruction and small group instruction.
Administration will measure progress during PLCs by reviewing student work samples monthly to verify Level 3+ rigor. Administration will monitor student engagement in higher-order thinking tasks during weekly classroom walkthroughs utilizing a calibration document and providing specific feedback to instructional staff.

Action Step #3
Use Formative Assessment to Guide Instruction

Person Monitoring:
Assistant Principal, Social Studies Department

By When/Frequency:
Daily formative assessments; biweekly PLC data

Chair | reviews; quarterly progress monitoring

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will implement frequent formative assessments, including exit tickets, quick writes, document analysis tasks, and common assessments to identify misconceptions and adjust instruction. PLC teams will analyze assessment results, identify standards requiring reteaching, and develop intervention plans. Progress toward the proficiency goal will be reviewed after each assessment cycle.

Action Step #4
Differentiation for Subgroups

Person Monitoring:
Christine Dunlow/Dylan Floyd

By When/Frequency:
Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will apply instructional strategies from district curriculum guides to scaffold and differentiate learning for ELL, ESE, and Black scholars. Teachers will continuously analyze formative assessments, district analytics, and Performance Matters data to identify specific skill deficits and lead targeted small-group remediation

Area of Focus #5

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

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

Analysis of 2025-2026 achievement data indicates that students with disabilities continue to perform significantly below their non-disabled peers across content areas. Students with disabilities achieved 25% proficiency in ELA, 24% proficiency in Mathematics, 10% proficiency in Science, and 45% proficiency in Civics. These results demonstrate a need to strengthen instructional planning and delivery to ensure students with disabilities consistently access grade-level standards through effective specially designed instruction (SDI), accommodations, and targeted supports.

To address this need, SDI providers and content-area teachers will engage in intentional collaborative planning focused on identifying critical content, aligning supports to grade-level standards, anticipating barriers to learning, and designing instruction that provides access while maintaining rigor. Through structured planning, data analysis, and ongoing monitoring, teachers will increase opportunities for students with disabilities to successfully engage in standards-aligned learning and demonstrate proficiency.

Measurable Outcome

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

In 2025-2026, students with disabilities earned learning gains at rates of 42% in ELA and 44% in Mathematics. By Spring 2027, the percentage of students with disabilities earning learning gains will increase to 50% in ELA and 52% in Mathematics through the implementation of intentional collaborative planning between SDI providers and content teachers. Evidence of implementation will be demonstrated through collaborative planning artifacts, walkthrough data, and documented alignment of specially designed instruction to grade-level standards.

Monitoring

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

Implementation and impact will be monitored through:

- Review of collaborative planning documents between SDI providers and content teachers.
- Monthly walkthroughs focused on implementation of accommodations, specially designed instruction, and student engagement.
- PLC reviews of student work, formative assessments, and progress-monitoring data.
- Quarterly reviews of assessment data for students with disabilities.
- Monitoring of IEP accommodation implementation and instructional support plans.

Person responsible for monitoring outcome

Assistant Principals, ESE Specialist, School-Based Teacher Leader (SBTL), Department Chairs, SDI Providers

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:

SDI providers and content teachers will participate in structured collaborative planning focused on: -Identifying critical content and grade-level standards. -Designing specially designed instruction aligned to student needs. -Planning accommodations, scaffolds, and supports prior to instruction. -Utilizing formative assessment data to adjust instruction and interventions. -Implementing explicit instruction, gradual release, and small-group supports during core instruction.

Rationale:

Research demonstrates that collaborative planning between special education and general education teachers improves access to grade-level content, increases instructional alignment, and strengthens implementation of accommodations and specially designed instruction. When SDI providers and content teachers intentionally plan together, students with disabilities receive more consistent support and greater opportunities to master rigorous standards while maintaining access to the general

education curriculum.

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
Implement Structured Collaborative Planning

Person Monitoring:
Assistant Principals, ESE Specialist

By When/Frequency:
Weekly collaborative planning sessions; monthly review

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
SDI providers will collaborate with core content teachers in the classrooms they support through ongoing co-planning sessions. These planning sessions will focus on unpacking standards to align specially designed instruction to grade level content prior to classroom instruction to ensure students with disabilities can meaningfully access grade-level content. SDI providers will review data trackers from the week with the core content teacher to ensure alignment and instructional growth.

Action Step #2
Implement Specially Designed Instruction to align to grade level standards

Person Monitoring:
Assistant Principals, Department Chairs, ESE Specialist

By When/Frequency:
Ongoing; monthly walkthroughs and student work reviews

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Providers will deliver specially designed instruction within the core classroom using explicit modeling, guided practice, and/or small group instruction, with scaffolds that support alignment without reducing rigor, and that increases students' access to content rather than replacing thinking as evidenced by lesson plans that are submitted to their content administrator during Content PLCs/structured planning. Supports are visible in instruction and evident that planning for scaffolded support was done proactively before barriers occur. SDI supports align to identified student needs as evident through student data trackers.

Action Step #3
Utilize Data Trackers to Adjust Instruction and Intervention for ESE scholars

Person Monitoring:
Assistant Principals, ESE Specialist, PLC Facilitators

By When/Frequency:
Biweekly PLC reviews; quarterly data analysis

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
SDI providers will maintain individual student data trackers and collect progress-monitoring data on IEP goals on a weekly basis. Data trackers must be submitted to the assigned administrator every two weeks with evidence of the adjustments in instruction. Documentation should clearly identify the

grade-level benchmarks being addressed, the specific instructional strategies and supports implemented, and each student's level of independent performance when using those strategies. SDI providers will use progress-monitoring data to evaluate the effectiveness of instruction, inform adjustments to specially designed instruction, and determine when IEP goals or supports may need to be revised. This should be evident in the data tracker. When data indicates that goal amendments or changes in supports are warranted, SDI providers must communicate with the student's Case Manager to initiate the appropriate review and update process.

Action Step #4
Increase teacher participation in professional development.

Person Monitoring:
Assistant Principals

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
ESE teachers will be expected to actively participate in district-offered professional development opportunities, at least 1 time per quarter, to strengthen their capacity in standards-based instruction, data analysis, and evidence-based instructional practices. In addition, ESE teachers will engage consistently in subject-area PLCs (Math and ELA) to deepen their understanding of grade-level standards, instructional pacing, and assessment expectations. This should be evident in the teachers lesson plans and data trackers following the professional development they have attended.
To ensure alignment between specially designed instruction (SDI) and core content, ESE teachers will collaborate with general education teachers during common planning time to co-plan lessons, embed accommodations, and provide targeted support that bridges SDI with grade-level instruction. This intentional collaboration will increase access to rigorous content for students with disabilities and promote improved academic outcomes.
Instructional coaches will provide differentiated professional development for Math and ELA teachers, including ESE staff, through multiple formats (e.g., in-person sessions, PD in a Box, and self-paced virtual modules) to increase accessibility and engagement. School leaders, instructional coaches, and department chairs will promote and incentivize participation in both school-based and district-wide PD opportunities to build collective capacity.

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.

Analysis of 2025-2026 achievement data indicates that Black/African American students continue to perform below overall school proficiency levels across multiple content areas. Black/African American students achieved proficiency rates of 41% in ELA, 43% in Mathematics, 38% in Science, and 74% in Civics. These data indicate a need to strengthen instructional practices that ensure all students consistently engage in grade-level content through standards-driven instruction, cognitively complex tasks, and ongoing formative assessment.

To address this need, teachers will utilize formative assessment data to identify student misconceptions, monitor mastery of critical content, and provide targeted instructional responses. Teachers will strengthen implementation of standards-aligned instruction, Achievement Level Descriptor (ALD)-aligned tasks, and frequent feedback practices that support student growth and achievement.

Measurable Outcome

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

During the 2025-2026 school year, Black/African American students earned learning gains at rates of 40% in ELA and 48% in Mathematics.

By Spring 2027:

- The percentage of Black/African American students earning ELA learning gains will increase from 40% to 50%.
- The percentage of Black/African American students earning Mathematics learning gains will increase from 48% to 58%.

Monitoring

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

Implementation and impact will be monitored through:

- Weekly classroom walkthroughs focused on standards alignment, student engagement, and use of formative assessment practices.
- PLC reviews of common formative assessment data, student work samples, and achievement trends for Black/African American students.
- Quarterly data reviews focused on learning gains, benchmark mastery, and progress toward subgroup goals.
- Monitoring of intervention participation and student response to instruction.
- Review of lesson plans and common assessments for alignment to grade-level standards and ALDs.

Person responsible for monitoring outcome

Principal, Assistant Principals, Department Chairs, PLC Facilitators, MTSS Team

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 implement standards-driven, data-informed instruction that includes: -Frequent formative assessments aligned to priority standards. -Use of Achievement Level Descriptors to design and evaluate rigorous tasks and assessments. -Data-driven small-group instruction and targeted reteaching based on student need. -Consistent use of feedback cycles to monitor understanding and adjust instruction. -Student goal-setting and progress-monitoring practices that increase ownership of learning.

Rationale:
Research indicates that formative assessment, timely feedback, and data-driven instructional decision-making have a significant impact on student achievement. When teachers frequently monitor student understanding and respond with targeted instruction, achievement gaps decrease and learning gains increase. These practices ensure students receive instruction aligned to their current needs while maintaining access to rigorous grade-level content.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

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

Description of Intervention #2:
Utilize weekly professional learning communities (PLCs) to deliver intentional professional development that strengthens instructional pedagogy, specifically targeting high-engagement strategies to accelerate learning and close equity gaps for student subgroups.

Rationale:
This goal bridges the "data-to-instruction" gap by moving beyond identifying which black students are struggling and giving educators the structural time and actionable pedagogical tools to learn exactly how to support them. During content meetings teachers are expected to detail their strategies and their instructional supports for African American students (to include their updated green folder), analysis of formative data in performance matters, and bring student work evidence.

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
Review Student Data in MTSS

Person Monitoring:
Assistant Principals, Department Chairs

By When/Frequency:
Daily implementation; biweekly PLC review

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Review academic and behavioral data with the MTSS/leadership team at least once every three weeks, to identify students who are level 1, level 2.1, attendance risk/multiple discipline referrals to identify scholars needing Tier 2 supports. School counselors are responsible for monitoring and tracking Tier 2 supports and providing updates on progress during MTSS meetings.

Action Step #2
Utilize Data to Drive Targeted Instruction

Person Monitoring:
PLC Facilitators, Assistant Principals

By When/Frequency:
Biweekly PLCs; quarterly data reviews

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will analyze common assessment and progress-monitoring data (using performance matters/data analytics/student work analysis/formative data) to identify Black/African American students requiring additional support and adjust instructional strategies to target explicit vocabulary support, increase student-centered learning, and writing across content. Monthly data chat meetings will be conducted within PLCs to analyze formative assessments and progress-monitoring data, specifically to track performance of Black/African American students progress with instructional modalities. Scholars who have received a D/F for the mid-point or end of the quarter need to have a grade justification form submitted and parents are required to be contacted. School counselors should use this data to enroll scholars who have made no growth on PMS assessments or with a D/F in ELP and/or student groups for additional supports.

Action Step #3
Increase Student Ownership Through Goal Setting and Feedback

Person Monitoring:
Assistant Principals, Teachers, MTSS Team

By When/Frequency:
Monthly student conferences; quarterly progress reviews

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will engage students in tracking their academic progress, setting growth goals, and reflecting on assessment results. Students will receive timely feedback and incentives for progress toward goals aligned to standards and learning targets. Student data trackers, conference documentation, and learning gain data will be reviewed to monitor effectiveness.

Action Step #4
Professional Development for BTG scholars

Person Monitoring:
Assistant Principal(s)

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Develop a year-long PLC professional development calendar aligned to high-engagement, instructional strategies specific to increasing engagement with black/African American scholars (e.g. Incorporate diverse authors and perspectives, building strong relationships with students, collaborative structures, formative assessment feedback, scaffolding techniques). Weekly administrative walkthroughs will be conducted to monitor the implementation of the PLC content with timely feedback and coaching cycles as needed.

Area of Focus #7

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

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

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

Our current level of performance in 8th Grade is 52%, as evidenced on the Spring 2026 Grade FAST Statewide Science Assessment. We expect our performance level to be 62% by the 2026-2027 SSA. Our current level of performance in 7th grade advanced science is 37.2 % average, as evidenced on the Science Grade 7 Reg/Adv & Accelerated Final Exams. We expect our performance level to be 50% by the 2026-2027 as evidenced by the 7th grade Final Exam. Our current level of performance in 6th grade is 63.7% average, as evidenced on the Science Grade 6 Reg/Adv & Accelerated Final Exam. We expect our performance level to be 70% by the 2026-2027 6th grade Final Exam. Data Sources used were State-Wide Science Assessment, FAST PM 3, and walkthrough teacher observation.

We will take a crucial step to maintain consistency with literacy in science. The decrease in student achievement was highlighted by the following:

- Overreliance on teacher talk, limiting student engagement and thinking
- Over-scaffolding that reduces rigor and lowers cognitive demand
- Small group instruction not consistently aligned to skill deficits or opportunities to accelerate.

- All grades will have as their Area of Focus for science to place emphasis on the 5 E's instruction while incorporating the daily use of literacy and ensuring scholars have hands on experience with the content. Instructional staff will be expected to adhere to the following action steps:

1. All science instructional staff will be designing standards-based lessons with clear targets that cover at least one of the **5'E's and documented in the scholar's interactive composition notebook.**
2. All science instructional staff will be confirming lessons to include a full lab a **minimum of (4)** four times a quarter **documented in their interactive compostion notebook.**
3. All science instructional staff will implement standards aligned curriculum with the expectation to complete **a skill-based small group intervention a minimum of once per week.**

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 proficiency from 52% to 62%- End of unit module assessments and Cycles 1-3 and the Science PM 3 assessments will be used.

Monitoring

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

This will be monitored by supporting the teachers with weekly walkthroughs, ensuring the subgroups that have a high propensity to be absent attend school with monitoring CST, Teachers will be expected to do a lab at least three times a quarter utilizing inquiry-based learning labs. PLC review of student work will support the efforts of research-based science instructional strategies.

Person responsible for monitoring outcome
Ija Hawthorne

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:
All science instructional staff will be designing standards-based lessons with clear targets aligned to ALD 3 or higher and scaffolding as needed with the following expectations: -Full alignment to Florida Benchmarks and district curriculum. -Bell work with emphasis on literacy should be used daily. -Teachers will clearly identify and communicate learning experiences that incorporate real world scientific discourse, inquiry-based investigations and the use of sentence stems to address literacy.

Rationale:
Middle School scholars learn science best with actively investigating- 5E's protocol of instruction will be used and noted are the advantages of hands- on labs to support scholar attainment.

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
LABS-Evidence of Full Labs (4 per quarter)

Person Monitoring:
Ija Hawthorne

By When/Frequency:
End of the year/Three-Week Monitoring

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
-Lessons will include a lab question and a full lab that works through the entire scientific method. -Labs will include a method to record observations, identify patterns and document in the science composition book which will house their explicit instruction.

Action Step #2
(Active) LEARNING- All science instructional staff will implement standards aligned curriculum with

the expectation to complete a skill-based small group intervention a minimum of once per week.

Person Monitoring:
Ija Hawthorne

By When/Frequency:
May/Check weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
-Teachers will create weekly flexible groups based on targeted science standards and skills that require additional support, remediation, or enrichment.
-Deliver explicit instruction focused on identified science concepts and skills aligned to grade-level standards with evidence of one of the 5 E's.
-Collect evidence of student learning through exit tickets, formative assessments, student work samples, and observation data which will be used in PLC's to adjust instruction.

Action Step #3
LITERACY

Person Monitoring:
Ija Hawthorne

By When/Frequency:
May/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Implement weekly close reading opportunities using grade-level science informational text to include identifying key academic and domain-specific vocabulary essential to understanding the content using the revised Frayer Model.
Incorporate text-dependent questions into daily science instruction to promote comprehension and critical thinking.
Utilize graphic organizers to support students in analyzing science texts, identifying vocabulary, summarizing content, and making connections to scientific concepts (composition books)
Integrate at least one informational text resource per science unit, including articles, data tables, diagrams, and scientific reports.
Implement explicit vocabulary instruction during every science lesson using a consistent schoolwide vocabulary routine (composition book with explicit instruction)

Area of Focus #8

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.

ELA proficiency remained stagnant at 61%, with minimal gains (59%) and low L25 gains (47%), indicating that current instructional practices are not producing accelerated student achievement. Classroom walkthrough data reveals that, although teachers understand curriculum modules and BEST standards, implementation lacks fidelity in the following areas:

- Inconsistent execution of the gradual release of responsibility model
- Overreliance on teacher talk, limiting student engagement and thinking

- Over-scaffolding that reduces rigor and lowers cognitive demand
- Insufficient structured independent practice and productive struggle
- Small group instruction not consistently aligned to skill deficits

As a result, students—particularly the Lowest 25%—are not consistently engaging with grade-level content or demonstrating mastery of benchmark-aligned expectations.

Therefore, the area of focus is:

- Tightening implementation of the gradual release model with explicit time structures
- Ensuring all students engage in rigorous, standards-aligned tasks (BEST benchmarks)
- Increasing structured independent learning and student accountability
- Implementing skill-based differentiation through small group instruction
- Creating student-centered classrooms that promote inquiry, curiosity, and productive struggle

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 proficiency from 61% to 66%; learning gains from 59% to 70%; L25 gains from 47% to 70%. Progress monitored using end of unit module assessments and FAST PM1-PM3 assessments.

Monitoring

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

Weekly walkthroughs using a revised ELA tool focused on:

- Use of timed gradual release
- Amount of student independent work (minimum 20–30 minutes)
- Presence of Level 3+ questioning
- Evidence of student writing and thinking

PLC artifact reviews to ensure:

- Alignment to BEST standards
- Inclusion of success criteria and exemplars

Coaching cycles with modeling, co-teaching, and feedback

Biweekly PLC data analysis:

- Analyze student work and CFAs
- Identify missed skills (not just performance levels)
- Adjust instruction and grouping accordingly

Person responsible for monitoring outcome

Leah Donnelly and Chelsea Catarelli

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:
Ensure Whole Group and Small Group Instruction is Explicit, Structured, and Student-Centered Evidence-Based Strategies: Explicit and systematic instruction Gradual release of responsibility (I Do, We Do, You Do) High cognitive demand tasks aligned to BEST standards Differentiated instruction based on student skill deficits Corrective feedback during independent practice

Rationale:
Explicit, structured instruction combined with the gradual release of responsibility model ensures that students receive clear modeling and guided support before being expected to work independently. This approach is essential for building understanding of complex, grade-level content aligned to the BEST standards. Maintaining high cognitive demand prevents the reduction of rigor and ensures that students consistently engage in analysis, reasoning, and evidence-based thinking. Differentiating instruction based on specific skill deficits allows teachers to target the root causes of student struggles and accelerate learning, particularly for the Lowest 25%. Additionally, providing timely, corrective feedback during independent practice reinforces learning, addresses misconceptions in real time, and builds student independence. Together, these strategies create a student-centered learning environment where students actively engage in rigorous tasks, take ownership of their learning, and demonstrate measurable growth.

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
Gradual Release Model with Timed Structures

Person Monitoring:	**By When/Frequency:**
Leah Donnelly and Chelsea Catarelli	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will implement the following instructional structure daily:
I DO (Modeling): 8–12 minutes
-Teacher models thinking using complex, grade-level text
-Demonstrates annotation, analysis, and response aligned to BEST benchmarks
WE DO (Guided Practice): 10–15 minutes
-Students respond to Level 3+ questions
-Structured peer discussion and teacher facilitation
-Structured use of brain dumps to align the use of brain dumps to the daily work in the ELA Module lessons. Create alignment and structure between the brain dump and its use with supporting comprehension.
YOU DO (Independent Practice): 20–30 minutes
-Students independently complete rigorous, grade-level tasks

-Includes written responses requiring evidence and justification
-Teacher conducts intentional check-ins every 8–10 minutes based on success criteria explicitly explained to scholars
Teachers will use a visible timer to enforce pacing

Action Step #2
Protecting Rigor and Benchmark Alignment with ELA Modules

Person Monitoring:
Leah Donnelly and Chelsea Catarelli

By When/Frequency:
Biweekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will:
-Use grade-level complex texts daily from district modules
-Plan and deliver at least 3 Level 3 or higher questions per lesson
-Avoid lowering rigor through excessive scaffolding or over-questioning, teacher must do the work of the student to know misconceptions ahead of teaching to not over scaffold.
PLC planning will require:
-Identification of BEST benchmark (spotlight standard)
- Text pre-read/annotated prior to PLC time
-Structured timing of explicit teach, guided practice, and independent practice (with use of small groups)
-A rigorous aligned task with the work of the student completed by the teacher
-Expected student response (success criteria)

Action Step #3
Structured Independent Practice with Student Accountability

Person Monitoring:
Leah Donnelly and Chelsea Catarelli

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
During independent practice (YOU DO phase), teachers will implement clearly defined, standards-aligned routines that ensure all students engage in rigorous, grade-level work and demonstrate independent thinking aligned to the BEST Benchmarks. Students will utilize their interactive composition book to record explicit instruction, organize learning through standards-aligned graphic organizers, process content, and apply new skills and concepts independently. Interactive notebooks will serve as a tool for reflection, academic discourse, evidence of learning, and ongoing reference to support mastery of grade-level standards.
Teachers Will:
Assign no more than 1–2 rigorous, standards-aligned tasks that directly reflect the cognitive demand of the benchmark (e.g., analyzing author’s purpose, determining theme, evaluating evidence), ensuring depth over quantity
Design tasks that require written responses using textual evidence, where students must cite, explain, and justify their thinking (not complete-only or fill-in tasks)
Provide explicit directions and success criteria before release, including:
What the task is asking
What a complete response must include
An exemplar or model response aligned to benchmark expectations
Use a visible timer to protect a minimum of 20–30 minutes of uninterrupted independent work time
Conduct structured check-ins every 8–10 minutes, including:
Circulating and monitoring student work

Asking probing, standards-aligned questions (not simplifying the task)
Providing brief, actionable feedback without removing the cognitive demand

Action Step #4
Skill-Based Small Group Instruction

Person Monitoring:
Leah Donnelly and Chelsea Catarelli

By When/Frequency:
Twice a week

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will implement data-driven small groups during independent work:
Groups will be formed based on:
Specific skill deficits identified through formative and summative data (e.g., inference, vocabulary, text structure, author's purpose)
Student performance aligned to BEST Benchmarks
Instructional needs rather than overall proficiency levels
Each group must:
Target a specific BEST Benchmark skill
Include focused reteaching, modeling, and guided practice
Last 10-15 minutes
Require students to utilize their interactive composition notebooks to record learning, complete targeted tasks, and document evidence of skill mastery
Small Group Instructional Protocol
Each group will follow a consistent structure:
Clear Objective (1 minute)
-Teacher states the skill focus in student-friendly language
Targeted Reteach/Model (2–3 minutes)
-Teacher models the specific skill using a short text or example
Instruction is limited to the identified gap
Guided Practice (4–6 minutes)
-students practice with teacher support
-Teacher uses questions that increase in complexity and require justification
-Immediate feedback is provided
Independent Application (3–5 minutes)
-Students apply the skill independently
-Teacher checks for understanding
-Accountability Check
Students demonstrate understanding through explanation or written response before returning to independent work in their interactive composition notebook.

Action Step #5
Using Module Performance Tasks to drive standards-based instruction.

Person Monitoring:
Leah Donnelly and Chelsea Catarelli

By When/Frequency:
Following each module assessment

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers and literacy coach will download performance task data into individual data dashboards after each module and analyze the data to identify benchmarks for targeted remediation and lesson planning. There will also be a specific focus on subgroups (ELL, ESE, and Black students) to monitor instructional impacts and create plans for support. The impact of this action will be monitored through data gathered from walk-throughs,

observations, and subsequent data analysis (Performance Tasks and FAST Progress Monitoring).

Action Step #6
Differentiation for Subgroups

Person Monitoring:
Leah Donnelly/Chelsea Catarelli

By When/Frequency:
Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will utilize the instructional support strategies in the Module assessments to develop differentiation strategies for ELL/ESE/Black scholars. Teachers will conduct small groups based on skill deficits determined by data in data analytics/performance matters/formative assessments.

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.

During the 2025–2026 school year, the school recorded 1,340 referrals from 320 students, indicating significant loss of instructional time. Disproportionate outcomes were evident, with 38% of referrals involving Black students (19% of enrollment) and 35% linked to ESE students, with 83 of 132 ESE students receiving referrals. The most common infraction was classroom disruption, highlighting inconsistent Tier 1 behavior expectations across classrooms.

This directly impacts student learning by reducing engagement and time on task. As a result, the school's focus is to strengthen Tier 1 PBIS implementation, including consistent expectations, restorative practices, increase participation in PBIS celebrations and a 6:1 positive-to-corrective interaction ratio, while ensuring Tier 2 and 3 supports are implemented with fidelity through MTSS/CST monitoring.

Based on this data, the school identified this as a critical need to address disproportionality and improve classroom environments, with a goal of achieving a 20% reduction in discipline referrals and increasing instructional time and student success.

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 2026–2027 goal is to reduce the overall number of office discipline referrals from 1,340 referrals generated by 320 students by at least 20%, while also decreasing disproportionality among student subgroups. Specifically, the school will reduce the percentage of referrals involving Black students from 38% to 32% to move closer to alignment with their 19% enrollment, and decrease referrals involving ESE students from 35% to 28%.
Additionally, the school will reduce the number of ESE students receiving referrals from 83 out of 132 students to no more than 65 students, reflecting improved Tier 1 supports and targeted interventions. By strengthening PBIS implementation and ensuring Tier 2 and Tier 3 supports are implemented with fidelity, these outcomes will improve equity, reduce disruptions, and increase instructional time for all students.

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.

Tier 1:
A consistent minor/major referral system will be implemented to strengthen Tier 1 expectations and reduce classroom disruptions. As a proactive Tier 1 strategy, teachers will complete a Student Concern Report prior to the first parent contact. These reports will be submitted to clerks, allowing for a single, collective communication with families rather than multiple calls. This process will streamline communication, ensure early intervention, and create a documented system to track students demonstrating early behavioral concerns.

The Student Concern Reports will also serve as a data source to identify students who may require additional Tier 2 or Tier 3 supports. The School-Based Leadership Team (SBLT) will review bi-weekly discipline reports that include referral frequency, locations, behavior types, and subgroup data (race and ESE). Monthly SBLT meetings will analyze trends, including disproportionality, and determine needed adjustments to Tier 1 practices, including use of the 6:1 positive-to-corrective interaction ratio. Additional Tier 1 monitoring will occur during bi-weekly MTSS meetings, where teams will review behavior trends, PBIS participation, and consistency of implementation across classrooms. Administrators will conduct regular walkthroughs and quarterly conditions-for-learning checks to monitor classroom expectations, engagement, and implementation fidelity.

Tier 2/3:
Students identified through discipline data and Student Concern Reports will be referred to the MTSS/CST team for targeted interventions. The team will implement supports, document interventions through problem-solving tools, and monitor progress regularly. Adjustments will be made based on data to ensure students receive appropriate and effective interventions.

Person responsible for monitoring outcome

Leah Donnelly

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 a comprehensive set of evidence-based interventions to improve behavior and reduce discipline referrals across grades 6–8. This includes the consistent use of the PBIS framework, with explicit teaching of expectations, positive reinforcement systems, and maintaining a 6:1 positive-to-corrective interaction ratio, which research shows improves student engagement and reduces disruptions. Restorative practices, such as circles and reflection protocols, will be used to build relationships and address behavior proactively. A Student Concern Report system will support early identification of students needing additional support, streamline family communication, and provide data for intervention planning. Students demonstrating ongoing needs will receive targeted supports through the MTSS/CST process, including Tier 2 and Tier 3 interventions. Implementation will be monitored through bi-weekly MTSS/CST meetings, monthly discipline data reviews, walkthrough observations, PBIS participation tracking, and fidelity checks. This ongoing monitoring ensures interventions are implemented effectively and adjusted as needed, leading to reduced referrals, improved equity, increased instructional time, and stronger student academic outcomes.

Rationale:

The rationale for implementing these evidence-based interventions is grounded in prior-year discipline data, which revealed a high number of referrals (1,340), significant disproportionality among Black and ESE students, and classroom disruption as the most frequent concern. These trends indicate inconsistent Tier 1 behavioral practices and a need for earlier identification and targeted support for students. Research supports that PBIS, restorative practices, and MTSS frameworks improve school climate, reduce behavioral incidents, and increase instructional time when implemented with fidelity. By strengthening Tier 1 systems, using proactive strategies like the 6:1 positive interaction ratio, and providing structured Tier 2/3 interventions, the school will address root causes of misbehavior, improve equity in discipline outcomes, and create a more consistent and supportive learning environment that leads to improved student engagement and academic achievement.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Implement and monitor consistent Tier 1 PBIS practices (including 6:1 ratio and expectations)

Person Monitoring:	**By When/Frequency:**
Assistant Principal, Instructional Coaches,	First 3 weeks, start of every quarter

Department Chairs

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Conduct regular walkthroughs, provide feedback, and support staff in implementing PBIS strategies and restorative practices with fidelity.

Action Step #2
Launch and manage the Student Concern Report process for early identification and intervention

Person Monitoring:
Assistant Principals/MTSS

By When/Frequency:
Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Ensure all teachers submit reports prior to first parent contact; use compiled data to track students and refer to MTSS as needed.

Action Step #3
Facilitate bi-weekly MTSS/CST meetings to monitor data and adjust Tier 2/3 interventions

Person Monitoring:
Assistant Principals and MTSS team

By When/Frequency:
Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Review discipline data, track progress of identified students, and adjust interventions to ensure effectiveness and reduce repeat behaviors.

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.

We will maintain communication about our SIP/SWP through the following:

- Hosting the Annual Title 1 Meeting
- SAC meetings

- Teachers and other staff members will support parents' understanding of the curriculum, various forms, and assessments used to measure progress and expected achievement through the following:
    - School Compact
    - Data Chats
    - Weekly School Newsletter
    - Weekly Messages/Call outs
    - Focus/Parent Portal
    - Parent Conferences
    - IEP/504 Meetings
    - Parent Surveys

- Parents will be included in data sharing and the formulation of suggestions and decision making through the following:
    - Participation in SAC to review the School Improvement Plan (SIP)
    - Parent and Family Engagement Plan (PFEP), and School Compact.
    - If the school-wide plan is not satisfactory to parents, feedback will be presented at the

SAC meeting for discussion, review, and updated as needed.

- Our website, https://fitzgerald-ms.pcsb.org/

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)).

The school's Family Engagement Plan is at our website, https://fitzgerald-ms.pcsb.org/

We continue to build positive relationships with our families through quarterly events-

MFMS Quarterly Events Calendar:

October
1. Annual Title One Meeting
2. Trunk, Treat, & Track: Annual Title I Fall Data Night & Trunk or Treat Fest

December
1. Athletic Banquet
2. Cosmic Commons- STEM, Civics, and Literacy Night

January
1. FAST Data 2 Winter Data Chat Night

March
1. Title One Test Prep Night- prep games and strategy night

April
1. Show What You now Talent Show

May
1. "Know Before You Go" FAST prep

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)).

Strategy to Strengthen the Core Academic Program and Provide an Enriched Curriculum

To strengthen the core academic program and accelerate student learning, schoolwide instructional practice will transition from a traditional, teacher-led direct instructional model to an active, student-centered classroom environment. A foundational pillar of this shift is the strategic restructuring of small-group instruction. Rather than utilizing small groups exclusively for retrospective remediation, teachers will implement just-in-time small-group instructio**n**. This proactive approach provides immediate, grade-level-aligned scaffolding and enrichment during daily core instruction, ensuring all students maintain access to a rigorous, accelerated curriculum while receiving precise cognitive support at the exact point of need.

Increased Learning Time and Data-Driven Supplemental Support (ELP)

To increase the amount and quality of learning time for our highest-need scholars, leadership and instructional teams have conducted comprehensive, granular analyses of student performance data. Specifically, students within underperforming subgroups and the Lowest 25% (L25) who are not currently demonstrating projected academic gains have been identified as the primary target population for the Extended Learning Program **(ELP).** Targeted recruitment and priority enrollment will ensure these specific scholars receive intentional, high-quality supplemental instruction outside the standard school day to accelerate their learning trajectory.

Intentional Alignment and Ongoing Progress Monitoring

To maximize the impact of supplemental learning time, the ELP will be intentionally aligned with daily classroom instruction, reinforcing core academic standards and facilitating skill transfer rather than operating as an isolated intervention. School leadership and instructional staff will implement rigorous progress-monitoring protocols to systematically track the academic growth of targeted ELP scholars. Ongoing data cycles will be utilized to dynamically adjust both classroom instructional strategies and ELP tutoring focus areas, ensuring a cohesive, aligned multi-tiered system of support that closes achievement gaps and drives measurable student gains.

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)).

District Content Specialists and Collaborative Planning (Title II & District Support): To drive our instructional shift away from traditional direct instruction, we actively partner with district Science and ELA content coaches to facilitate collaborative planning sessions. These coaches work alongside our instructional teams during common planning periods to build teacher capacity, align curriculum standards, and ensure vertical articulation across grade levels.

Bridging the Gap and Subgroup Alignment: We utilize our district-supported *Bridging the Gap* Instructional Support Developer (ISD) to lead targeted faculty training and professional development. Our ISD collaborates directly with teachers during common planning to ensure our instructional scaffolding, just-in-time small-group strategies, and ELP interventions specifically target and accelerate academic growth for our historically underperforming subgroups and Lowest 25% (L25) scholars.

English Language Learner Support and Compliance (Title III): We coordinate closely with our district ESOL ISD and our campus ESOL compliance coordinator to ensure instructional equity for our multilingual learners. This includes weekly virtual compliance and strategy meetings every Tuesday to continuously align classroom ESOL accommodations and supplemental ELP tutoring with state and federal language acquisition standards.

Multi-Tiered System of Supports (MTSS / IDEA Alignment): During our campus MTSS and Child Study Team (CST) meetings, we receive direct support from our district MTSS ISD. This partnership allows us to systematically track and analyze academic and behavioral trends for our L25 and ESE subgroups, ensuring our Tier 2 and Tier 3 just-in-time classroom interventions and after-school ELP placements are precisely matched to student data.

Leadership Walkthroughs and Professional Learning Communities (PLCs): School leadership and instructional coaches conduct weekly, data-driven classroom walkthroughs to monitor the implementation of our student-centered model. We provide direct, immediate, and specific coaching feedback to teachers aligned with our ongoing PLC cycles, ensuring that district training, subgroup tracking, and ELP alignment are translated directly into daily classroom practice.

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)).

Fitzgerald Middle School supports students' development and well-being beyond academic subject areas through a comprehensive, multi-tiered network of student services and behavioral supports:

- **Integrated Student Services & Tiered Counseling:** We utilize an Integrated Student Services Team—comprising our School Counselors, School Social Worker, and School Psychologist—that meets regularly to monitor Early Warning System data, student well-being, and academic trajectories. This collaborative team provides direct, systematic services to identified students, delivering targeted counseling and Tier 2 psychoeducational and behavioral interventions to support emotional regulation and school success.
- **Crisis Intervention and Risk Assessment:** To maintain a safe and supportive campus environment, our Student Services Team is fully trained and equipped to conduct immediate crisis interventions and threat/risk assessments. The team establishes structured safety plans and provides ongoing support for scholars experiencing acute emotional or behavioral crises.
- **Wrap-Around Family Services:** Recognizing that outside stability directly impacts classroom engagement, our School Social Worker provides comprehensive wrap-around family services. This includes collaborating with families to remove barriers to learning by connecting them with essential district and community resources for basic needs, mental health support, and family stability.
- **Positive Behavioral Interventions and Supports (PBIS):** Fitzgerald Middle School actively implements a schoolwide PBIS framework to explicitly teach, model, and reinforce positive behavioral expectations. By celebrating positive behaviors and maintaining a structured, predictable campus culture, PBIS supports students' social-emotional growth and protects valuable instructional time.
- **Leadership and Collaborative Monitoring:** A positive, safe learning environment is foundational to our School Improvement Plan. Through structured oversight within our Professional Learning Communities (PLCs), School-Based Leadership Team (SBLT), and School Advisory Council (SAC) meetings, school leadership continuously monitors campus climate, behavioral trends, and student well-being to ensure all scholars receive the holistic support they need to thrive.

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)).

Fitzgerald Middle School prepares students for post-secondary and future career success through a comprehensive framework of technical education, real-world exposure, and student leadership development:

1.) Career and Technical Education (CTE):

- **Industry Certification Pathways:** The school offers robust CTE coursework and Industry Certification programs, established with a specific campus goal that at least 50% of enrolled students successfully pass their certification exams.
- **Data-Driven Career Readiness:** To build executive functioning and career-readiness skills, students actively maintain progress logs, engage in structured goal-setting, and receive personalized, ongoing feedback from instructors regarding their technical skill acquisition.

2.) Workforce Exposure and Experiential Learning:

- **Real-World Career Connections:** Fitzgerald Middle School actively connects classroom learning to high-demand career fields through targeted workforce exposure field trips to regional industry leaders, including the St. Petersburg College Innovation Lab, Honeywell Aerospace, and Port Tampa Bay.
- **Curricular Alignment:** These experiential learning opportunities are directly tied to students' industry certification goals and incorporate structured pre-visit planning and post-visit reflections to reinforce real-world curricular connections.

3.) Student Leadership and Motivation:

- **Promoting Engagement:** To foster a positive campus culture and promote student ownership of learning, the school implements structured recognition tiers (e.g., celebrating students as Growth Champions and Peer Mentors).
- **Celebrating Growth and Mastery:** Students who demonstrate academic growth, technical mastery, or positive leadership are systematically celebrated through campus announcements, special luncheons, and assignment to campus leadership roles.

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)).

Fitzgerald Middle School implements a data-driven Multi-Tiered System of Supports (MTSS) and PBIS framework to proactively address behavior and attendance, seamlessly coordinated with IDEA

services:

- **Tier 1 Universal Prevention (PBIS):** We enforce clear, schoolwide behavioral expectations, positive reinforcement, and restorative practices to prevent problem behaviors and maintain a safe, structured campus culture.
- **Tier 2 & 3 Targeted Interventions and Attendance Tracking:** Our Child Study Team (CST) rigorously tracks attendance and intervenes through home visits, attendance letters, phone calls, and structured parent meetings. In junction, our MTSS team reviews attendance data alongside grade distributions to ensure specific course failures are not linked to absenteeism. For behavioral risks, scholars are immediately paired with early intervening services such as Check-In/Check-Out (CICO), small-group counseling, or individualized Behavior Intervention Plans (BIPs).
- **Coordination with IDEA:** General education interventions and CST/MTSS data directly inform our Exceptional Student Education (ESE) services under IDEA. By collaborating weekly with our district MTSS Instructional Support Developer, we ensure that Individualized Education Program (IEP) behavioral goals align with our campus PBIS matrix, systematic data tracking prevents the over-identification of students with disabilities, and tiered wrap-around supports close behavioral and academic gaps for our ESE and Lowest 25% (L25) subgroups.

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)).

Dedicated Instructional Intervention A full-time Reading Interventionist provides direct support to classroom teachers, assisting in the design and delivery of highly differentiated, standards-aligned literacy instruction tailored to student needs.

Data-Driven Planning and Collaborative Practice

- **Structured PLCs and Lesson Internalization:** Teachers engage in rigorous weekly Professional Learning Communities (PLCs) and quarterly schoolwide data reviews. Instructional teams utilize structured lesson internalization protocols to deconstruct benchmarks, analyze student mastery, and continuously refine daily instructional delivery.
- **Administrative Feedback Cycles:** School administration conducts weekly classroom walkthroughs and feedback cycles directly aligned with campus professional development, providing teachers with immediate, reflective coaching on their instructional implementation and classroom growth.

Strategic Educator Recruitment, Retention, and Development

- **Targeted Faculty Support:** To retain effective educators and support student achievement—particularly among ESSA subgroups and Lowest 25% (L25) scholars—school

leadership fosters a supportive, collaborative culture grounded in continuous instructional improvement.

- **Standards-Aligned Professional Development:** Ongoing campus professional development is strictly aligned with state benchmark standards, providing faculty with targeted training on designing effective formative assessments and maintaining high instructional clarity.

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)).

NA

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

Our administrative team, teacher leaders, and SAC have analyzed the state data to determine the best way to allocate school improvement funding and Title I funding in an effort to build capacity and improve student achievement for all students. We will continue to monitor progress towards these goals in our PLC's, ILT meetings, SAC Meetings, and through monthly school-based leadership team meetings to monitor tiered data.

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).

We will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum in the following ways:

1.) **Quarterly Family Fun Nights:** Hosted after PM1 and PM2 (and during interim periods) to combine engaging family activities with student data dives, providing families with practical strategies to extend learning into the home.

2.) **Extended Learning Program (ELP):** Offered exclusively on-site in both the mornings and afternoons throughout the school year, with an intentional, primary focus on enrolling scholars from our ESSA subgroups and Lowest 25% (L25) who are not currently demonstrating projected academic gains.

3.) **Saturday Tutoring Opportunities:** Hosted on-site throughout the school year to provide targeted, structured academic support and additional instructional time for scholars requiring accelerated learning.

4.) **Stipend-Funded Peer Observations:** Stipend-funded visits allow effective educators to observe data-backed, high-performing teachers at other schools, with priority preference given to observing educators who have proven effective with ESSA subgroups.

In addition, we have utilized Title I resources to fund a full-time Instructional Staff Developer for Reading. This Instructional Staff Developer collaborates directly with our teachers and scholars, providing targeted coaching, data analysis, and tiered support to ensure all subgroups increase reading mastery and overall academic growth.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply. **No**

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