

Pinellas County Schools

LARGO 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

Largo Middle IB World School strives to inspire students to be internationally minded, critical thinkers, and responsible global citizens who have a passion for lifelong learning and service.

Provide the school's vision statement

100% Student Success

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Kristy James

Jameskr@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

The Principal and Assistant Principals provides leadership and oversight for curriculum, instruction, and academic initiatives while collaborating with the Instructional Leadership Team (ILT) to ensure aligned systems of support are in place. The Principal and APs actively engage in data analysis to identify trends, address achievement gaps, and develop targeted action plans that increase student achievement. Through collaborative planning, instructional walkthroughs, and consistent feedback cycles, the Principal APs fosters a culture of continuous improvement and ensures teachers receive clear, actionable feedback to enhance instructional effectiveness. The administration leads the school team to increased school and student outcomes by prioritizing instruction while effectively balancing

the operational, safety, and policy responsibilities of a school-building leader

Leadership Team Member #2

Employee's Name

Kathia Roberts

Robertskath@pcsb.org

Position Title

AP

Job Duties and Responsibilities

The Principal and Assistant Principals provides leadership and oversight for curriculum, instruction, and academic initiatives while collaborating with the Instructional Leadership Team (ILT) to ensure aligned systems of support are in place. The Principal and APs actively engage in data analysis to identify trends, address achievement gaps, and develop targeted action plans that increase student achievement. Through collaborative planning, instructional walkthroughs, and consistent feedback cycles, the Principal APs fosters a culture of continuous improvement and ensures teachers receive clear, actionable feedback to enhance instructional effectiveness. The administration leads the school team to increased school and student outcomes by prioritizing instruction while effectively balancing the operational, safety, and policy responsibilities of a school-building leader

Leadership Team Member #3

Employee's Name

Heather Vidi

VidiH@pcsb.org

Position Title

AP

Job Duties and Responsibilities

The Principal and Assistant Principals provides leadership and oversight for curriculum, instruction, and academic initiatives while collaborating with the Instructional Leadership Team (ILT) to ensure aligned systems of support are in place. The Principal and APs actively engage in data analysis to identify trends, address achievement gaps, and develop targeted action plans that increase student achievement. Through collaborative planning, instructional walkthroughs, and consistent feedback cycles, the Principal APs fosters a culture of continuous improvement and ensures teachers receive clear, actionable feedback to enhance instructional effectiveness. The administration leads the school

team to increased school and student outcomes by prioritizing instruction while effectively balancing the operational, safety, and policy responsibilities of a school-building leader

Leadership Team Member #4

Employee's Name

Elizabeth Carroll

Carrolleli@pcsb.org

Position Title

AP

Job Duties and Responsibilities

The Principal and Assistant Principals provides leadership and oversight for curriculum, instruction, and academic initiatives while collaborating with the Instructional Leadership Team (ILT) to ensure aligned systems of support are in place. The Principal and APs actively engage in data analysis to identify trends, address achievement gaps, and develop targeted action plans that increase student achievement. Through collaborative planning, instructional walkthroughs, and consistent feedback cycles, the Principal APs fosters a culture of continuous improvement and ensures teachers receive clear, actionable feedback to enhance instructional effectiveness. The administration leads the school team to increased school and student outcomes by prioritizing instruction while effectively balancing the operational, safety, and policy responsibilities of a school-building leader

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.

School data and feedback from parent and staff surveys were analyzed by the leadership team, staff, and PTA to determine next steps. All stakeholders had the opportunity to provide feedback at PTA and SAC meetings. Areas with the largest gaps will be areas of focus for the 2026-2027 school year

3. SIP Monitoring

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

The school improvement plan will be reviewed regularly to monitor for effective implementation and the impact on increasing student achievement at PTA, SAC, SBLT, PLCs and staff meetings. Data will be analyzed multiple times a year and the plan will be revised as needed.

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	95.1%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	CSI
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 <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: C 2024-25: B 2023-24: C 2022-23: C 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							209	210	244	663
Absent 10% or more school days							51	49	77	177
One or more suspensions							1	43	28	72
Course failure in English Language Arts (ELA)							3	6	4	13
Course failure in Math							3	2	5	10
Level 1 on statewide ELA assessment							22	46	56	124
Level 1 on statewide Math assessment							22	30	65	117
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							21	34	62	117

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	2	1	3
Students retained two or more times							1	1	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							239	244	226	709
Absent 10% or more school days							56	58	54	168
One or more suspensions							10	43	33	86
Course failure in English Language Arts (ELA)							9	9	5	23
Course failure in Math							11	5	5	21
Level 1 on statewide ELA assessment							31	55	55	141
Level 1 on statewide Math assessment							34	50	45	129
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							30	60	57	147

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							8	4	1	13
Students retained two or more times						1				1

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 CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	47	63	62	48	60	58	46	55	53
Grade 3 ELA Achievement			19			27			21
ELA Learning Gains	50	60	61	55	59	59	54	58	56
ELA Lowest 25th Percentile	48	51	53	52	52	52	47	53	50
Math Achievement*	56	65	65	54	65	63	50	61	60
Math Learning Gains	55	57	62	55	60	62	52	61	62
Math Lowest 25th Percentile	47	52	57	58	59	57	47	59	60
Science Achievement	39	60	57	46	59	54	43	52	51
Social Studies Achievement*	74	81	77	61	79	73	73	75	70
Graduation Rate									
Middle School Acceleration	86	84	82	87	84	77	80	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)	CSI
OVERALL FPPI – All Students	56%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	502
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*
56%	57%	54%	48%	44%	41%	

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	32%	Yes	7	
English Language Learners	45%	No		
Asian Students	78%	No		
Black/African American Students	48%	No		
Hispanic Students	53%	No		
Multiracial Students	55%	No		
White Students	61%	No		
Economically Disadvantaged Students	53%	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	47%		50%	48%	56%	55%	47%	39%	74%	86%			
Students With Disabilities	20%		31%	28%	22%	35%	36%	17%	45%	53%			
English Language Learners	31%		45%	43%	50%	54%	37%	17%	47%	85%			
Asian Students	63%		63%		95%	68%				100%			
Black/African American Students	33%		44%	48%	39%	46%	49%	28%	68%	77%			
Hispanic Students	42%		46%	48%	59%	56%	41%	33%	66%	90%			
Multiracial Students	39%		38%		56%	55%		27%	82%	90%			
White Students	61%		57%	44%	61%	59%	53%	49%	81%	85%			
Economically Disadvantaged Students	43%		45%	46%	52%	54%	49%	32%	72%	83%			

10/2026

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	48%		55%	52%	54%	55%	58%	46%	61%	87%			51%
Students With Disabilities	22%		44%	51%	20%	44%	55%	9%	27%				42%
English Language Learners	29%		46%	47%	42%	51%	56%	16%	53%	88%			51%
Asian Students	53%		63%		82%	75%				92%			
Black/African American Students	29%		45%	48%	39%	45%	41%	23%	44%	81%			
Hispanic Students	47%		53%	46%	51%	54%	62%	48%	66%	90%			48%
Multiracial Students	41%		42%	30%	50%	61%		47%	42%	90%			
White Students	61%		62%	67%	64%	60%	65%	53%	72%	86%			
Economically Disadvantaged Students	42%		51%	48%	50%	54%	57%	38%	59%	85%			53%

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	46%		54%	47%	50%	52%	47%	43%	73%	80%			44%
Students With Disabilities	11%		37%	41%	16%	35%	32%	10%	34%				40%
English Language Learners	24%		51%	53%	35%	46%	44%	21%	55%	72%			44%
Asian Students	67%		50%		83%	84%		80%		92%			
Black/African American Students	36%		51%	39%	35%	49%	43%	29%	56%	70%			
Hispanic Students	42%		57%	52%	44%	49%	44%	32%	69%	72%			39%
Multiracial Students	51%		63%		61%	56%		67%		100%			
White Students	51%		53%	50%	58%	52%	49%	50%	82%	83%			
Economically Disadvantaged Students	40%		52%	43%	43%	49%	46%	36%	70%	76%			35%

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	47%	64%	-17%	62%	-15%
ELA	7	51%	63%	-12%	62%	-11%
ELA	8	42%	62%	-20%	60%	-18%
Math	6	61%	63%	-2%	60%	1%
Math	7	10%	24%	-14%	53%	-43%
Math	8	35%	62%	-27%	61%	-26%
Science	8	40%	59%	-19%	52%	-12%
Civics	7	88%	89%	-1%	77%	11%
Civics	8	61%	59%	2%	75%	-14%
Algebra	7	95%	97%	-2%	96%	-1%
Algebra	8	77%	81%	-4%	84%	-7%
Geometry	8	90%	97%	-7%	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 that demonstrated the greatest improvement was Civics proficiency. Contributing factors to this increase included additional support from the district coach, intentional planning focused on standards-aligned tasks, and the addition of new teachers in the content area.

Lowest Performance

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

The data component that demonstrated the lowest performance was Science proficiency. Contributing factors included a lack of consistent, strong core instruction across 6th, 7th, and 8th grades, lack of intentional standards-aligned lessons, and gaps in prerequisite knowledge as students entered 8th grade.

Greatest Decline

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

The data component that demonstrated the greatest decline from the prior year was science proficiency. Contributing factors included a lack of consistent, strong core instruction across 6th, 7th, and 8th grades, lack of intentional standards-aligned lessons, and gaps in prerequisite knowledge as students entered 8th grade.

Greatest Gap

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

The data component that had the greatest gap when compared to the state average was 8th ELA. Contributing factors included a lack of consistent, strong core instruction in 8th grade, retention of ELA teachers, and gaps in prerequisite knowledge as students entered 8th grade.

EWS Areas of Concern

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

Student Attendance

Highest Priorities

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

1. Increase student attendance
2. Increase staff retention and build capacity among all staff
3. Strengthen core instruction to increase Science proficiency
4. Strengthen core instruction to increase ELA and Math proficiency

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 Benchmark-aligned instruction

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.

State assessment data collected from the 2025-2026 school year proficiency rates in 6th -8th dropped in ELA, Math and Science due to lack of teacher retention, consistency in core instruction and benchmark/standard aligned instruction. Students were not provided with consistent opportunities to be successful.

Use district curriculum resources to provide all students with consistent opportunities to engage in in complex, grade-level content, knowledge-building, and tasks aligned to the rigor of the standard/ benchmark; and make strategic decisions about implementation of the curriculum to maximize impact on student learning.

Measurable Outcome

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

6th-8th Grade: Proficiency in ELA and science will increase to 55%, and Math will increase to 65%, as measured by state assessments.

Bridging the Gap: Proficiency in ELA and science will increase to 55%, and Math will increase to 65%, as measured by state assessments.

Monitoring

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

The area of focus will be monitored by daily informal and formal walkthrough observations with actionable feedback. All performance data will be consistently monitored and discussed with content coaches and staff at biweekly PLCs. (FAST PM1 and PM2 assessments as well as, district module

assessments and other classroom assessments.) Classroom tasks will be monitored by the leadership team and coaches to ensure core instruction is aligned to grade level benchmarks/standards.

Person responsible for monitoring outcome

Administration

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:

Identifying critical content (Marzano & Toth) Teacher clarity (Hattie, Fisher, Frye)

Rationale:

As teachers become more skilled in this strategy, they will see remarkable changes in students' abilities to process and understand new content because they are able to identify which content is critical and understand how learned content scaffolds in complexity. A classroom of scholars identifies critical content within standards, but also studies, recognizes, and celebrates as knowledge grows increasingly more sophisticated.

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

Evidence of benchmark aligned instruction daily

Person Monitoring:

Administration

By When/Frequency:

Weekly

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

Use district curriculum resources to provide all students with consistent opportunities to engage in in complex, grade-level content, knowledge-building, and tasks aligned to the rigor of the standard/benchmark; and make strategic decisions about implementation of the curriculum to maximize impact on student learning.

Action Step #2

Purposeful bell-to-bell instruction daily

Person Monitoring:

Administration

By When/Frequency:

Daily

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

step:

Implement purposeful, bell-to-bell instruction daily in every classroom through intentional planning and the consistent use of district-provided instructional resources. Teachers will develop and deliver standards-aligned lessons that maximize instructional time, engage students and opportunities to check for understanding. Collaborative planning, coaching and monitoring will ensure fidelity of implementation resulting in increased student achievement across all content areas.

Action Step #3

Active monitoring and data informed instruction

Person Monitoring:

Administration

By When/Frequency:

Weekly

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

Implement consistent active monitoring and data-informed instruction in all classrooms to ensure every student receives timely feedback and targeted support. Teachers will use formative assessment data, student work, and common assessment results to adjust instruction, determine small groups, and monitor student progress toward mastery of grade-level benchmarks. This will be achieved through regular data analysis, collaborative planning, and coaching, resulting in increased student engagement, benchmark mastery, and improved student achievement across all content areas.

Area of Focus #2

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.

In the 2026-27 school year, the Civics team will focus on improving the proficiency rate on the Civics EOC from 73% to 80% . As the state tested course in middle school social studies, the Civics EOC contributes to the school grade. Our school will always strive to hold students to the highest academic standards.

Measurable Outcome

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

In the 2026-27 school year, the Civics team will focus on improving the proficiency rate on the Civics EOC from 73% to 80% . As the state tested course in middle school social studies, the Civics EOC contributes to the school grade.

Monitoring

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

Progress in the Civics classrooms will be monitored through district-developed unit and cycle assessments as well as daily formative assessment of student progress as planned, implemented, and analyzed by the classroom teachers. School and district coaches and administration will monitor data and provide feedback to teachers as instructional adjustments are needed.

Person responsible for monitoring outcome

Kristy James

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:

Deepen understanding of the Florida's NGSSS Social Studies standards and benchmarks as a non-negotiable for improving student outcomes as evidenced by the End of Course assessment and final exams. Standard aligned instruction and tasks daily.

Rationale:

Identifying the critical content in student benchmarks keeps lesson planning focused on the most essential knowledge and skills students are expected to learn, ensuring instructional time is spent on concepts that drive mastery and assessment success. Clear identification of critical content also supports alignment between instruction, activities, and assessment. Ultimately, it promotes coherence, equity, and clarity in teaching and learning.

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

Use district curriculum and task alignment

Person Monitoring:

Kristy James

By When/Frequency:

Biweekly

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

Use district curriculum, to provide all students with consistent opportunities to engage in in complex, grade-level content, knowledge-building, and tasks aligned to the rigor of the standard/benchmark.

Action Step #2

Purposeful bell-to-bell instruction daily

Person Monitoring:

Kristy James

By When/Frequency:

Daily

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

Purposeful bell-to-bell instruction will occur daily in all Civics classrooms using the instructional model of Ignite, Chunk, Chew, and Review. Teachers will engage in intentional planning utilizing district-provided instructional materials, extension activities, and targeted review resources to ensure rigorous, standards-aligned instruction and increased student achievement.

Action Step #3

Active monitoring and data-informed instruction

Person Monitoring:

Kristy James

By When/Frequency:

Weekly

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

Implement consistent active monitoring and data-informed instruction in all Civics classrooms to ensure every student receives timely feedback and targeted support. Teachers will use formative assessment data, student work, and common assessment results to adjust instruction, determine small groups, and monitor student progress. This will be achieved through regular data analysis and collaborative planning, resulting in increased student engagement, benchmark mastery, and improved Civics proficiency.

Area of Focus #3

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.

Increase proficiency and learning gains for ESE students in ELA and Mathematics through rigorous standards-based instruction, responsive teaching practices, and systematic progress monitoring.

Based on the 2025-2026 school year, there is an achievement gap when comparing ESE students with other subgroups. The goal is to continue to work to close the gap.

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.

Baseline Data (2025–2026):

- ELA Proficiency: 20%
- Mathematics Proficiency: 22%
- Science Proficiency: 17%
- Civics Proficiency: 45%

During the 2026–2027 school year, Largo Middle IB World School will increase academic proficiency for Students with Disabilities (ESE) through standards-aligned core instruction, implementation of IEP accommodations, specially designed instruction, and data-driven intervention.

Progress will be monitored through FAST PM1, PM2, and PM3 assessments, district benchmark assessments, common formative assessments, classroom data, and IEP progress monitoring.

Monitoring

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

The area of focus will be monitored by daily informal and formal walkthrough observations with actionable feedback. All performance data will be consistently monitored and discussed with content coaches and staff at biweekly PLCs. (FAST PM1 and PM2 assessments as well as, district module assessments and other classroom assessments.) Classroom tasks will be monitored by the leadership team and coaches to ensure core instruction is aligned to grade level benchmarks/standards.

Person responsible for monitoring outcome

Kathia Roberts

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:

Explicit Instruction and data driven instruction

Rationale:

Research consistently demonstrates that students achieve at higher levels when instruction is standards-aligned, intentionally planned, and responsive to student needs. ESE students experience the greatest success when schools maintain high expectations, provide access to rigorous grade-level instruction, monitor progress frequently, and implement timely interventions. Effective schools also create culturally affirming environments where students see themselves reflected in instruction and where relationships support academic excellence.

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

Ensure all ESE students have access to grade-level rigorous instruction daily.

Person Monitoring:

Administration

By When/Frequency:

Biweekly

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

Utilize district curriculum resources with fidelity to ensure all ESE students have access to grade-level rigorous instruction daily. Monitor data regularly at leadership meetings and PLCs to ensure progress is being made towards goals.

Area of Focus #4

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.

Increase proficiency and learning gains for Black students in ELA and science to 55% and in Mathematics to 65% through rigorous standards-based instruction, responsive teaching practices, and systematic progress monitoring.

Based on the 2025-2026 school year, there is an achievement gap when comparing Black students with other subgroups. The goal is to continue to work to close the gap.

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.

Baseline Data (2025–2026):

- ELA Proficiency: 33%
- Mathematics Proficiency: 39%
- Science Proficiency: 28%

During the 2026–2027 school year, Largo Middle IB World School will increase academic proficiency for Black students through high-quality, standards-aligned core instruction, purposeful bell-to-bell

instruction, data-driven small-group interventions, and consistent progress monitoring.

Goal: Increase proficiency and learning gains for Black students in ELA and science to 55% and Mathematics to 65%.

Monitoring

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

The area of focus will be monitored by daily informal and formal walkthrough observations with actionable feedback. All performance data will be consistently monitored and discussed with content coaches and staff at biweekly PLCs. (FAST PM1 and PM2 assessments as well as, district module assessments and other classroom assessments.) Classroom tasks will be monitored by the leadership team and coaches to ensure core instruction is aligned to grade level benchmarks/standards.

Person responsible for monitoring outcome

Administration

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:

Explicit Instruction and data driven instruction

Rationale:

Research consistently demonstrates that students achieve at higher levels when instruction is standards-aligned, intentionally planned, and responsive to student needs. Black students experience the greatest success when schools maintain high expectations, provide access to rigorous grade-level instruction, monitor progress frequently, and implement timely interventions. Effective schools also create culturally affirming environments where students see themselves reflected in instruction and where relationships support academic excellence.

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

Ensure all Black students have access to grade-level rigorous instruction daily.

Person Monitoring:

Kathia Roberts

By When/Frequency:

Biweekly

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

Utilize district curriculum resources with fidelity to ensure all Black students have access to grade-level rigorous instruction daily. Monitor data regularly at leadership meetings and PLCs to ensure progress is being made towards goals.

IV. Positive Learning Environment

Area of Focus #1

Teacher Retention and Recruitment

Area of Focus Description and Rationale

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

The Area of Focus is to increase teacher retention, strengthen recruitment efforts, and build the capacity of all instructional staff through intentional support systems, professional learning, collaboration, and leadership development. This focus applies to all grade levels (6th–8th grade) and all content areas, as teacher effectiveness and stability directly impact the quality and consistency of instruction students receive.

Prior year staffing data identified teacher retention and capacity building as a critical need due to staff vacancies, transitions, and the impact of new teachers entering the school community. For the 2026-2027 school year we will be adding 12 new employees.

Measurable Outcome

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

By the end of the 2026–2027 school year, the school will increase teacher retention by improving the percentage of instructional staff returning for the following school year and reduce instructional vacancies compared to the prior year. Additionally, 100% of instructional and support staff will participate in ongoing professional learning, coaching, and collaborative planning cycles designed to strengthen instructional effectiveness.

Prior year data indicated a need to address staffing stability due to teacher vacancies and new hires requiring additional support to build content knowledge, instructional practices, and familiarity with

schoolwide systems. The measurable outcome is to increase staff stability, improve teacher confidence and effectiveness, and strengthen student learning experiences across all grade levels.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The leadership team will monitor progress through multiple data sources, including staff retention rates, vacancy reports, hiring timelines, teacher feedback surveys, professional learning participation, coaching cycles, classroom walkthrough data, and teacher observation/evaluation trends. Student achievement will also be monitored across all content area to address additional needs for professional development.

Ongoing monitoring will allow school leaders to identify staff needs early, provide differentiated support, and adjust professional learning opportunities based on data. Increased teacher effectiveness and consistency will positively impact student achievement by ensuring students receive high-quality, standards-aligned instruction in every classroom.

Person responsible for monitoring outcome

Administration

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:

Job embedded professional development and coaching Collaborative planning with school and district coaches New teacher mentoring and support

Rationale:

The school will implement ongoing job-embedded professional learning through instructional coaching, collaborative planning, classroom observations, and feedback cycles. Coaches and school leaders will provide targeted support based on classroom data, teacher needs, and instructional priorities. Monitoring will occur through coaching logs, walkthrough trends, teacher reflection, and implementation data to ensure professional learning results in improved instructional practices New and developing teachers will receive intentional onboarding, mentoring, and support to increase confidence, strengthen instructional practices, and improve retention. Mentors and administrators will monitor progress through regular check-ins, classroom visits, and feedback cycles to ensure teachers have the resources and support needed to be successful.

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

Job embedded professional development and coaching Collaborative planning with school and district coaches New teacher mentoring and support

Person Monitoring:

Administration

By When/Frequency:

Weekly

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

The school will implement ongoing job-embedded professional learning through instructional coaching, collaborative planning, classroom observations, and feedback cycles. Coaches and school leaders will provide targeted support based on classroom data, teacher needs, and instructional priorities. Monitoring will occur through coaching logs, walkthrough trends, teacher reflection, and implementation data to ensure professional learning results in improved instructional practices. New and developing teachers will receive intentional onboarding, mentoring, and support to increase confidence, strengthen instructional practices, and improve retention. Mentors and administrators will monitor progress through regular check-ins, classroom visits, and feedback cycles to ensure teachers have the resources and support needed to be successful.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

The SIP will be shared with school staff during regular faculty meetings. This ensures that all educators are well-informed about the plan's goals and strategies, promoting alignment and coordinated efforts towards its implementation. The SIP and SWP plan will be available to all stakeholders throughout the year on the school website, in the front office, in the media center, and on the school One Drive. Both plans will be shared at the following events: PTA and SAC meetings and staff meetings. <https://www.pcsb.org/largo-ms>. In addition, an annual Title 1 meeting designed to inform parents of participating children about the schools Title 1 program.

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)).

Largo Middle IB World School will send all parent/Title 1 documents home with students, in the first week packet information. Copies of all documents will be uploaded to the school website and parents will be informed of their presence on the website through school messenger/Connect Ed phone calls. Teachers will hold a parent conference with each parent, during the first semester. Alternate conference times will be offered (outside of the school day) to parents. Professional development will be provided to teachers on how to best conference with parents and which information should be shared during those conferences (curriculum, testing, data, behavior, attendance, etc.). Feedback will

be gathered using the annual survey, and surveys from each parent involvement activity. Multiple family and academic nights will be planned throughout the year to build positive relationships with all stakeholders. <https://www.pcsb.org/largo-ms> The School-Parent-Student compact is utilized during parent conferences as an additional tool to support ongoing progress monitoring.

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)).

Largo Middle IB World School provides a comprehensive range of professional development and communication strategies to support meaningful family engagement and student success. Professional development activities include ongoing PLC and committee meetings led by school leaders and instructional coaches, which focus on enhancing staff skills in working with families, sharing community resources, and building partnerships with local organizations such as ACT, St. Paul's United Methodist Church, McDonald's, Walmart, and Publix. These efforts are supported by the school's Family & Community Liaison and are designed to strengthen student achievement through deeper family connections. The implementation of AVID supports educators in developing relational capacity and fostering a college- and career-ready culture, particularly for students who benefit most from targeted support. Staff also receive technology training to effectively communicate with families and students using digital platforms. Additionally, the implementation of the IB program emphasizes highly engaging teaching practices that promote student success and inclusive family engagement.

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)).

PACE School For Girls- Over 30 students served this year. Results are visible within academics and behavior. Prince of Peace Church- Has provided testing incentives and attendance incentives for our learners throughout the year. Arts Conservatory for Teens -Encourages student attendance by providing high-interest classes at no costs to families each week. YMCA -Provides before and after care for families ensuring that students can get to school on-time and safely. This also allows for more students to attend our ELP sessions as the YMCA has more flexible hours. In addition to the list of programs and services above, Largo Middle has created community partnerships with the following agencies to further support our families with wrap around services: YMCA partnership to support

parents with resources and afterschool care, Chrysalis Mental Health services are available by referral, Pack-a-snack, providing additional meals for students over the weekends and long breaks from school, Save Club, See Something Say Something, Violence prevention week, are all state mandated programs supported at Largo Middle. The school will also continue the partnerships with church clothing donations, therapy services, and counseling. Services have been provided for at risk students including those experiencing truancy, homelessness, and other indicating factors. Student services meets to identify students and problem solve needs involving wraparound support. Largo Middle schedules a variety of family engagement events and highlighting student academics. We monitor and seek feedback on all events through our PTA, SAC, family engagement surveys, and feedback. We aim to increase family and community engagement by sharing events via our website, facebook page, Instagram, email, school messenger calls, school marquee, as well as fliers.

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

IDEA – Largo Middle will conduct meetings with parents and our ESE team to discuss policies and procedures for ESE students, as well as, the specific learning needs and expectations for ESE students.

Title II- Largo Middle will take advantage of any support provided by the district in regards professional learning.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

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 throughout the year. Services are offered during nonacademic times during the day, as well as before and after instructional time. Staff members are also available to meet with families to offer support with additional community resources.

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)).

Largo Middle IB World School actively promotes early awareness of and preparation for postsecondary opportunities and the workforce by embedding career-focused experiences, high school credit acquisition, and rigorous academic frameworks directly into the middle school curriculum:

- **Industry Certifications:** To ensure verifiable workforce readiness, scholars enrolled in technology tracks have the opportunity to test for and earn nationally recognized, state-vetted Industry Certifications, validating their skill sets before entering high school.
- **Broadening Access to High School Credit:** The school expands secondary pathway access by offering accelerated coursework. Students can complete high school credit courses such as Algebra 1, Geometry, and high-school-level Spanish while still in middle school, freeing up their future schedules for early dual enrollment and advanced technical programs.
- **Rigorous Postsecondary Preparation:** As an authorized International Baccalaureate (IB) Middle Years Programme (MYP) campus, the school fosters a rigorous global curriculum that builds the critical thinking, research, and self-management skills necessary for university and advanced high school magnet programs.
- **AVID and Career Awareness:** Through the campus-wide AVID (Advancement Via Individual Determination) system, student instruction explicitly targets college-and-career readiness.

Faculty integrate routine career clusters exploration, structured goal-setting, organization strategies, and postsecondary track counseling into the schedule to ensure all student demographics are systematically aligned with future workforce opportunities.

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)).

Largo Middle staff have been trained schoolwide in Positive Behavioral Interventions and Supports (PBIS), which is an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health. On-going trainings will take place this year to ensure it is implemented with fidelity.

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)).

Professional learning and other activities for teachers, paraprofessionals, and other school personnel will be offered throughout the year to improve instruction. Professional development opportunities will be held monthly, based on school data from academic assessments. Professional Learning Communities & collaborative planning on each grade level will be held weekly and differentiated based on each grade level team's needs. New staff members will attend monthly mentoring meetings to ensure they have the support they need to be successful.

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, 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 stakeholder groups review 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, Stakeholder Meetings, and through monthly school-based leadership team meetings to monitor tiered data. Department heads, instructional coaches, and administration will monitor the needs of teachers and students around the resources allocated as well as the need for any additional resources.

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).

Resources allocated for MTSS Coach to support instructional staff and increasing student achievement on campus. The MTSS Coach will work side by side with teachers to increase instructional capacity, teacher clarity, as well as provide feedback. MTSS coach will also push into classrooms to support students in the assessed content areas. The use of instructional material resources will be available for all teachers to enhance their curriculum and in turn help engage the students. The use of these materials will be monitored by the MTSS Coach and administration.

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