

Pinellas County Schools

MANGROVE BAY 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

100% Student Success.

Provide the school's vision statement

Creating dynamic, confident leaders through healthy living and service learning.

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

Brett Patterson

Pattersonb@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

Monitoring SIP and provide support to meet established goals.

Leadership Team Member #2

Employee's Name

Jacqueline Harding

Hardingja@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Monitoring SIP and provide support to meet established goals.

Leadership Team Member #3**Employee's Name**

Hannah Struckman

Struckmanh@pcsb.org

Position Title

Teacher Leader

Job Duties and Responsibilities

Monitoring SIP and provide support to meet established goals.

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.

Mangrove Bay Middle School's Site Based Leadership Team created the elements of the SIP.

The draft was reviewed by the School Advisory Council and faculty; the final draft was presented to the school community to gain feedback.

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 expectations established in the SIP related to content areas will be monitored twice per month during SBLT meetings and monthly at SAC meetings.

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	
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	
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)	
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: * 2024-25: 2023-24: 2022-23: 2021-22:

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	147	149	147	443
Absent 10% or more school days	0	0	0	0	0	0	16	15	26	57
One or more suspensions	0	0	0	0	0	0	5	33	37	75
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	4	14	17	35
Level 1 on statewide Math assessment	0	0	0	0	0	0	5	16	6	27
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	0	0	0	0	0	0	0	0	0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0	0	0	0	0	0	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	2	10	14	26

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	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

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							150	158	100	408
Absent 10% or more school days							27	19	13	59
One or more suspensions							4	53	38	95
Course failure in English Language Arts (ELA)							1		1	2
Course failure in Math							1			1
Level 1 on statewide ELA assessment							14	17	15	46
Level 1 on statewide Math assessment							13	11	11	35
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							5	13	11	29

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										0
Students retained two or more times										0

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

Data for 2025-26 had not been fully loaded to CIMIS at time of printing.

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

*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

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

ESSA OVERALL FPPI HISTORY

2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
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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%

No ESSA data found for this school and year

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.

Data for 2025-26 will be uploaded to the application when available

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.

There is no assessment data available for this school.

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?

Mangrove Bay Middle showed the most improvement in Civics and Science proficiency. The focus on collaboration and movement in the classroom through engaging activities will continue to support our academic growth to reach established SIP goals.

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 lowest performing data component continues to be ESE students in both ELA and Math. We did see improvements from the previous year as a result of better supports, however, it is still an area of needed growth.

Greatest Decline

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

The greatest decline is ELA L25 gains. The primary negative impact on our L25 gains, was midyear teacher changes and inadequate support to ensure student success.

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 is ELA L25 gains. The primary negative impact on our L25 gains, was midyear teacher changes and inadequate support to ensure student success.

EWS Areas of Concern

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

ELA and Math gains, in both overall and L25 will be a primary focus for the 26-27 school year. The targeted support of our ESE students to ensure gains will help close the gap and appropriately support our areas of concern.

Highest Priorities

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

1. Enhance teachers' ability to provide high-quality learning experiences for students by improving their instructional capacity.
2. Foster meaningful and intentional PLCs.
3. Create an environment where learning is enjoyable, captivating, and pertinent for our students.

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

Our overall school proficiency level for ELA is 69%. Our current performance levels by grade level are as follows: 76% of grade 6, 68% of grade 7, and 62% of grade 8 students achieved a level 3 or above, as indicated by the PM3 data. The gap may be occurring because students need additional time to revisit the benchmarks and engage in targeted opportunities to relearn and reinforce key concepts. To improve student achievement in ELA, we will implement focused small-group instruction, integrate high-impact literacy strategies, and provide consistent progress monitoring to tailor support based on student needs.

Measurable Outcome

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

By June 2027, the percentage of all students achieving PM3 proficiency will increase by 5% in each grade level as measured by the F.A.S.T PM3.

Monitoring

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

To improve student achievement in ELA, teachers will utilize both formative and summative assessments—including classroom checks, exit tickets, standards-based quizzes, and unit assessments—to guide instruction, evaluate student understanding, and adjust pacing as needed. Assessment results will be analyzed during bi-weekly PLCs to identify learning gaps, share high-impact instructional strategies, and ensure alignment to grade-level standards and rigor. Teachers will help familiarize students with the rigor and format of PM3-style questions and practice test-taking strategies.

Teachers and administrators will engage in a structured data review cycle monthly to closely monitor student proficiency on benchmark-aligned tasks. Based on this data, teachers will implement targeted

interventions, small-group instruction, and extended learning opportunities to meet the diverse learning needs of students.

Students will take an active role in their learning by tracking their progress on standards and participating in regular data chats following each cycle assessment. This ownership promotes academic accountability.

Ongoing monitoring ensures that instruction remains responsive and equitable, ultimately leading to increased proficiency and growth for all students in ELA.

Person responsible for monitoring outcome

Jacqueline Harding

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 ELA teachers, with support from district and site-based administration, will focus on collaborative learning and provide instructional models such as step-by-step demonstrations. Additionally, they will obtain a high success rate through teaching in small steps, with guided practice, and employing mastery learning techniques.

Rationale:

Professional development that includes opportunities for collaboration and reflection improves the impact of training in startling ways. Teachers who participate in professional learning methodologies that promote collaboration and offer them opportunities for reflection apply what they learned nearly 90% of the time (Joyce and Showers). The world's top performing school systems enable teachers to work together and learn from one another while planning lessons jointly and observing each other teaching. Professional development needs to be intensive and ongoing because the process of improving teaching and learning is not often smooth or instantly successful. Peer coaches work with colleagues by modeling or coteaching a lesson and reflect afterward to discuss what worked and what could be improved. This is part of the long-term process of continual improvement. This in-class professional development is a hallmark of effective professional learning, allowing teachers to put knowledge into action.

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

Leaders and teachers attend professional development opportunities as grade-level teams to collaborate and focus on strengthening practices to support implementation of B.E.S.T. Standards and ELA curriculum aligned to the standards.

Person Monitoring:

Jacqueline Harding

By When/Frequency:

Monthly

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

The collaboration of the new team will be vital to the success of each individual student. Ensuring teachers collaborate during structured PD, and PLC's, will positively impact the success of teaching and learning.

Area of Focus #2

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

Instructional Practice specifically relating to Math**Area of Focus Description and Rationale**

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

Our overall school proficiency for math is 83%. Our current performance levels based on grade levels are as follows: 72% of grade 6, 88% of grade 7, and 92% of grade 8 students achieved a level 3 or above, as indicated by the PM3 data. The gap could be occurring because high level style questions and expectations were not maintained. Additionally, lack of consistency with targeted small group support or intervention in class.

Measurable Outcome

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

By June 2027 the percentage of all students achieving proficiency in math will increase by 5% as measured by the PM3 and EOC assessments.

Monitoring

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

To improve student achievement in mathematics, teachers will utilize both formative and summative assessments—including classroom checks, exit tickets, standards-based quizzes, and unit assessments—to guide instruction, evaluate student understanding, and adjust pacing as needed. Assessment results will be analyzed during bi-weekly PLCs to identify learning gaps, share highimpact instructional strategies, and ensure alignment to grade-level standards and rigor. Teachers will help familiarize students with the rigor and format of PM3-style questions and practice test-taking strategies.

Teachers and administrators will engage in a structured data review cycle monthly to closely monitor student proficiency on benchmark-aligned tasks. Based on this data, teachers will implement targeted interventions, small-group instruction, and extended learning opportunities to meet the diverse learning needs of students.

Students will take an active role in their learning by tracking their progress on standards and participating in regular data chats following each cycle assessment. This ownership promotes academic accountability.

Ongoing monitoring ensures that instruction remains responsive and equitable, ultimately leading to increased proficiency and growth for all students in mathematics.

Person responsible for monitoring outcome

Brett Patterson

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:

Monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles.

Rationale:

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 of 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:**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

Engaging the Learner

Person Monitoring:

Brett Patterson

By When/Frequency:

Weekly

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

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.

Area of Focus #3

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

Instructional Practice specifically relating to Science**Area of Focus Description and Rationale**

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

As indicated by the Statewide Science Assessment, 57% of the performance levels of students achieved a level 3 or above. The gap could be occurring due to the need for targeted, engaging instruction and revisiting the benchmarks to relearn/reinforce concepts.

Measurable Outcome

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

By June 2027, the percentage of all students achieving proficiency will increase by 5% in each grade level as measured by the Statewide Science Assessment.

Monitoring

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

To improve student achievement in science, teachers will utilize both formative and summative assessments—including classroom checks, exit tickets, standards-based quizzes, and unit assessments—to guide instruction, evaluate student understanding, and adjust pacing as needed. Assessment results will be analyzed during bi-weekly PLCs to identify learning gaps, share highimpact instructional strategies, and ensure alignment to grade-level standards and rigor. Teachers will help familiarize students with the rigor and format of PM3-style questions and practice test-taking strategies.

Teachers and administrators will engage in a structured data review cycle monthly to closely monitor student proficiency on benchmark-aligned tasks. Based on this data, teachers will implement targeted

interventions, small-group instruction, and extended learning opportunities to meet the diverse learning needs of students.

Students will take an active role in their learning by tracking their progress on standards and participating in regular data chats following each cycle assessment. This ownership promotes academic accountability.

Ongoing monitoring ensures that instruction remains responsive and equitable, ultimately leading to increased proficiency and growth for all students in science.

Person responsible for monitoring outcome

Brett Patterson

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 depth and breadth of the EOC standards as a non-negotiable for improving student outcomes in Middle School Science as evidenced by the end of year assessments.

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. They will also understand the importance of focusing in on the specific content tied to middle school standards allowing them to focus their efforts on deeper levels of understanding rather than surface understanding of a broader range of concepts.

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

Engaging the Learner

Person Monitoring:

Brett Patterson

By When/Frequency:

Monthly

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

Purposefully spiral standards to support learning so that a new learning concept is spotlighted and supporting spiraled standards are utilized to extend practice and enhance instruction to deepen understanding by though common threads of conceptual understanding.

Area of Focus #4

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

Graduation/Acceleration specifically relating to Acceleration

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 overall school acceleration is based in Algebra I, and Geometry EOC data. Our current performance levels are as follows: 97% of Algebra I students and 100% of Geometry students achieved a level 3 or above, as indicated by the EOC data. The gap could be occurring because high level style questions and expectations were not maintained.

Measurable Outcome

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

By June 2027, the percentage of all students achieving EOC proficiency will increase by 3% in Algebra I, and maintain 100% proficiency in Geometry.

Monitoring

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

To improve student achievement in mathematics, teachers will utilize both formative and summative assessments—including classroom checks, exit tickets, standards-based quizzes, and unit assessments—to guide instruction, evaluate student understanding, and adjust pacing as needed.

Assessment results will be analyzed during bi-weekly PLCs to identify learning gaps, share highimpact instructional strategies, and ensure alignment to grade-level standards and rigor.

Teachers will help familiarize students with the rigor and format of PM3-style questions and practice test-taking strategies.

Teachers and administrators will engage in a structured data review cycle monthly to closely monitor student proficiency on benchmark-aligned tasks. Based on this data, teachers will implement targeted interventions, small-group instruction, and extended learning opportunities to meet the diverse learning needs of students.

Students will take an active role in their learning by tracking their progress on standards and participating in regular data chats following each cycle assessment. This ownership promotes academic accountability.

Ongoing monitoring ensures that instruction remains responsive and equitable, ultimately leading to increased proficiency and growth for all students in mathematics.

Person responsible for monitoring outcome

Brett Patterson

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:

Mangrove Bay Middle School will implement several elements to strengthen academic achievement and increase student acceleration. All teachers are trained in Action-Based Learning and Project-Based Learning to increase instructional knowledge, processes, and impact. Student collaboration and movement will be implemented into all content areas to increase engagement and student agency in their learning.

Rationale:

Students will participate in accelerated courses to increase post-secondary readiness. Student success in accelerated classes will be monitored by classroom grades and success on district and state assessments.

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

Targeted differentiated instruction

Person Monitoring:

Brett Patterson

By When/Frequency:

Monthly

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

1. Provide Targeted Small-Group Instruction
2. Organize students into flexible groups based on data.
3. Plan and deliver differentiated lessons focused on identified areas of need.
4. Use formative assessments to monitor group progress regularly.
5. Spiraled review and scaffolding
6. Progress monitoring and feedback

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.

The overall ESE school proficiency level for ELA is 21%. The current performance levels by grade level are as follows: 28% of grade 6, 14% of grade 7, and 17% of grade 8 students have achieved a level 3 or above, as indicated by the PM3 data. The gap may be occurring because students need additional time to revisit the benchmarks and engage in targeted opportunities to relearn and reinforce key concepts. To improve student achievement in ELA, we will implement focused small-group instruction, integrate high-impact literacy strategies, and provide consistent progress monitoring to tailor support based on student needs.

The overall ESE school proficiency for math is 53%. The current performance levels based on grade levels are as follows: 39% of grade 6, 64% of grade 7, and 67% of grade 8 students have achieved a level 3 or above, as indicated by the PM3 and EOC data. The gap could be occurring because high level style questions and expectations were not maintained. Additionally, lack of consistency with targeted small group support or intervention in class.

Measurable Outcome

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

By June 2027, the percentage of SWD students achieving PM3 and EOC proficiency will increase by 15% in each grade level in both ELA and math.

Monitoring

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

ESE student achievement will be monitored through consistent collaboration between general education teachers, VE specialists, and the behavioral specialist. VE specialists will conduct regular push-in support aligned to grade-level standards and IEP goals, providing documentation of services and student progress.

Two Unique Skills classes will offer targeted instruction, with progress monitored through ongoing data collection, work samples, and formative assessments. The behavioral specialist will support students through data-driven behavior intervention plans and track behavior trends to inform supports.

Student progress will be reviewed during monthly ESE team meetings and data chats, with adjustments made to interventions and instructional strategies as needed.

Additionally, the implementation and impact of action-based learning strategies will be monitored through a combination of instructional walkthroughs, student performance data, and ongoing

professional collaboration. Additionally, review student performance data during bi-weekly PLC meetings with a focus on progress in small-group interventions. Reflecting on the effectiveness of ABL strategies used in small groups and making instructional adjustments as needed. Tracking of both academic progress and student engagement indicators to evaluate the overall impact of ABL on intervention success.

Person responsible for monitoring outcome

Brett Patterson

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:

Enhance the student-centered learning environment by incorporating high-impact, action-based engagement strategies—such as active learning—to promote deeper interaction with the content.

Rationale:

Enhancing a student-centered learning environment through high-impact, action-based engagement strategies empowers students to take ownership of their learning while promoting deeper cognitive engagement. All students must be challenged with questions set at the rigor level of the benchmark, or they should be expected to provide responses to assess their learning. Strategies such as active learning and problem-based learning shift the instructional focus from passive reception to active participation, requiring students to think critically, collaborate, and apply their knowledge in meaningful ways. These approaches not only support mastery of content but also build essential 21st-century skills like communication, creativity, and problem-solving. By fostering an engaging and responsive classroom culture, this practice increases motivation, reduces off-task behavior, and leads to improved academic outcomes—particularly in content areas that require higher-order thinking and sustained focus.

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

Evaluating Instruction Through Engagement, Data, and Collaboration

Person Monitoring:

Brett Patterson

By When/Frequency:

Bi-Weekly

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

1. Advancing Instructional Impact Through Action Based Learning, Observation & Walkthrough Data, and peer instructional walks to monitor implementation of active and problem-based learning

strategies in classrooms. b. Instructional Coaching Feedback: Coaching sessions to provide feedback on the use of high-impact engagement strategies. c. Student Work Samples & Engagement Levels: Samples will be reviewed during PLCs to assess rigor and student engagement.

2. Implementing a Student Data Tracking System a. Tracker Completion & Accuracy Checks: Leadership will review trackers bi-weekly to ensure teachers are inputting data consistently and accurately. b. Individual Student Progress Reports: Growth over time will be monitored through periodic data reviews and comparison to benchmark goals. c. Data-Driven Planning Evidence: Lesson plans and small group plans will reflect adjustments based on tracker data.

3. Using PLCs for Data-Driven Instruction a. PLC Agendas & Minutes: Meeting documentation will reflect the analysis of data, identification of trends, and action planning for instruction. b. Student Achievement Trends: Benchmark, formative, and summative assessment data will be analyzed to determine progress toward goals. c. Intervention Adjustments: The effectiveness of reteach/enrichment plans created in PLCs will be evaluated based on subsequent student performance. We will provide small group instruction focused on specific areas of need.

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.

The overall Black/African American school proficiency level for ELA is 51%. The current performance levels by grade level are as follows: 51% of grade 6, 52% of grade 7, and 47% of grade 8 students have achieved a level 3 or above, as indicated by the PM3 data. The gap may be occurring because students need additional time to revisit the benchmarks and engage in targeted opportunities to relearn and reinforce key concepts. To improve student achievement in ELA, we will implement focused small-group instruction, integrate high-impact literacy strategies, and provide consistent progress monitoring to tailor support based on student needs.

The overall ESE school proficiency for math is 66%. The current performance levels based on grade levels are as follows: 46% of grade 6, 78% of grade 7, and 94% of grade 8 students have achieved a level 3 or above, as indicated by the PM3 and EOC data. The gap could be occurring because high level style questions and expectations were not maintained. Additionally, lack of consistency with targeted small group support or intervention in class.

Measurable Outcome

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

By June 2027, the percentage of SWD students achieving PM3 and EOC proficiency will increase by

10% in each grade level in both ELA and math.

Monitoring

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

1. Students will be monitored through monthly gradebook reviews to ensure supports and interventions are implemented in a timely manor.
2. Monitoring will be conducted by dempartment heads and the MTSS team.
3. Guidance and Admin through monthly progress report review, cycle assessment data when available

Person responsible for monitoring outcome

Brett Patterson/Jacqueline Harding

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:

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

Rationale:

Enhancing a student-centered learning environment through high-impact, action-based engagement strategies empowers students to take ownership of their learning while promoting deeper cognitive engagement. All students must be challenged with questions set at the rigor level of the benchmark, or they should be expected to provide responses to assess their learning. Strategies such as active learning and problem-based learning shift the instructional focus from passive reception to active participation, requiring students to think critically, collaborate, and apply their knowledge in meaningful ways. These approaches not only support mastery of content but also build essential 21st-century skills like communication, creativity, and problem-solving. By fostering an engaging and responsive classroom culture, this practice increases motivation, reduces off-task behavior, and leads to improved academic outcomes—particularly in content areas that require higher-order thinking and sustained focus.

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

Engaging the Learner

Person Monitoring:

Brett Patterson/Jacqueline Harding

By When/Frequency:

Weekly

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

1. Advancing Instructional Impact Through Action Based Learning, Observation & Walkthrough Data, and peer instructional walks to monitor implementation of active and problem-based learning strategies in classrooms. b. Instructional Coaching Feedback: Coaching sessions to provide feedback on the use of high-impact engagement strategies. c. Student Work Samples & Engagement Levels: Samples will be reviewed during PLCs to assess rigor and student engagement.
2. Implementing a Student Data Tracking System a. Tracker Completion & Accuracy Checks: Leadership will review trackers bi-weekly to ensure teachers are inputting data consistently and accurately. b. Individual Student Progress Reports: Growth over time will be monitored through periodic data reviews and comparison to benchmark goals. c. Data-Driven Planning Evidence: Lesson plans and small group plans will reflect adjustments based on tracker data.
3. Using PLCs for Data-Driven Instruction a. PLC Agendas & Minutes: Meeting documentation will reflect the analysis of data, identification of trends, and action planning for instruction. b. Student Achievement Trends: Benchmark, formative, and summative assessment data will be analyzed to determine progress toward goals. c. Intervention Adjustments: The effectiveness of reteach/enrichment plans created in PLCs will be evaluated based on subsequent student performance. We will provide small group instruction focused on specific areas of need.

Area of Focus #7

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.

As indicated by the Civics Assessment, 83% of the performance levels of incoming students achieved a level 3 or above. The gap could be occurring due to the need for targeted, engaging instruction and revisiting the benchmarks to relearn/reinforce concepts.

Measurable Outcome

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

By June 2027 the percentage of all students achieving proficiency will increase by 5% on the Civics EOC.

Monitoring

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

Teachers will analyze student cycle and ongoing unit assessment data, collaborating in subject-

and grade-level teams to monitor progress and identify trends. Data findings will be discussed in PLCs with administration following each cycle assessment. Teachers will use this data to adjust instruction, track student growth over time, and implement targeted supports as needed.

Person responsible for monitoring outcome

Jacqueline Harding

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.

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:**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

Engaging the Learner

Person Monitoring:

Jacqueline Harding

By When/Frequency:

Weekly

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

During collaborative planning, teachers and administrators use state and district-developed resources (curriculum guides, Civics Instructional Guide, Civics Teachers' Guide) to clearly identify benchmarks and clarifications that define the full expectations of the standards.

Action Step #2

Reflection to build mastery

Person Monitoring:

Jacqueline Harding

By When/Frequency:

Weekly

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

step:

Build structures for teachers and students to reflect on their learning and track progress through learning goals/objectives, success criteria, and benchmark mastery.

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.

Mangrove Bay Middle School will continue to implement and refine its schoolwide PBIS framework (FLIP for Success) across grades 6–8. Our framework focuses on teaching and reinforcing positive behaviors through the school's core expectations: Focus on Learning, Listen Actively, Include Everyone, and Promote Positivity. When implemented with fidelity, PBIS enhances student engagement, reduces disruptive behavior, and increases instructional time. This area of focus was identified based on prior year data, including behavior referrals in classrooms. Mangrove Bay Middle School continues to strengthen our PBIS system to promote a safe, inclusive, and academically focused environment that supports overall student growth.

Measurable Outcome

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

Increase the percentage of students earning positive behavior incentives (e.g., FLIP tickets, event participation) by 10% across all grade levels while decreasing discipline referrals. by 10% from previous year's data.

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.

Implementation and impact of PBIS will be monitored through discipline data tracking by the PBIS Team during by-weekly reviews.

Person responsible for monitoring outcome

Patterson/Harding/McDermott/Ottochian/Halstead

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 teaching and modeling of schoolwide behavior expectations (FLIP for Success) and consistent use of positive reinforcement and recognition.

Rationale:

Students receive direct instruction and practice opportunities in expected behaviors across all settings and students are acknowledged through Manatee Moolah and access to reinforcement events, which motivate and reinforce prosocial behavior.

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

Engaging students through PBIS

Person Monitoring:

Patterson/Harding/McDermott/Ottochian/Halstead

By When/Frequency:

B-weekly

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

Behavioral data (e.g., referrals, minor incident reports) will be reviewed monthly to identify trends, adjust interventions, and ensure consistency across grade levels.

Area of Focus #2**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.

No Answer Entered

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.

No Answer Entered

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.

No Answer Entered

Person responsible for monitoring outcome**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:**Rationale:****Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

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

Action Step #1**Person Monitoring:****By When/Frequency:**

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

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.

No Answer Entered

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)).

No Answer Entered

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)).

No Answer Entered

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)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

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

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, 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.

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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