

Pinellas County Schools

JOSEPH L. CARWISE 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

The mission of Carwise Middle School is to educate and prepare each student for high school, college, career, and life.

Provide the school's vision statement

Carwise Middle School's vision is 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

Karen Huzar

huzark@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

Ultimately responsible for all school decisions regarding school improvement and management. Oversees the science department and science teacher observations. Receives feedback and input from teachers and the leadership team and sets a course for school improvement. Provides feedback to teachers and school leaders concerning best practices. With the team, collaboratively uses data from state and district assessments and reports to help plan and implement professional development for school improvement.

Leadership Team Member #2

Employee's Name

Tanya Florio

floriot@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Oversees 6th grade discipline and social studies department and social studies teacher observations and evaluations. Responsible for bringing feedback and input from respective teachers to the leadership team. Provides feedback to teachers concerning best teaching practices. With the team, collaboratively uses data from state and district assessments and reports to help plan and implement professional development for school improvement.

Leadership Team Member #3

Employee's Name

Laura Mudd

muddl@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Oversees 8th grade discipline, math and ESE departments, and math and ESE teacher observations and evaluations. Responsible for bringing feedback and input from respective teachers to the leadership team. Provides feedback to teachers concerning best teaching practices. With the team, collaboratively uses data from state and district assessments and reports to help plan and implement professional development for school improvement.

Leadership Team Member #4

Employee's Name

Giovanna Thomas

thomasgio@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Oversees 7th grade discipline, language arts and reading departments, and language arts and reading teacher observations and evaluations. Responsible for bringing feedback and input from respective teachers to the leadership team. Provides feedback to teachers concerning best teaching practices. With the team, collaboratively uses data from state and district assessments and reports to help plan and implement professional development for school improvement.

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.

Carwise Middle has a School Advisory Council (SAC) that meets monthly. This team includes school staff, parents, and community members. The SAC reviews and provides input regarding the School Improvement Plan.

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)).

Carwise Middle is continuously monitoring student data (grades, discipline, attendance, test scores, etc.). We use this data to make needed changes to instructional practices.

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	43.6%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
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: A 2024-25: A 2023-24: A 2022-23: A 2021-22: B

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	262	290	288	840
Absent 10% or more school days	0	0	0	0	0	0	46	46	45	137
One or more suspensions	0	0	0	0	0	0	8	13	9	30
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	5	7	5	17
Course failure in Math	0	0	0	0	0	0	12	5	6	23
Level 1 on statewide ELA assessment	0	0	0	0	0	0	37	31	23	91
Level 1 on statewide Math assessment	0	0	0	0	0	0	31	16	16	63
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	31	17	21	69

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	5	7	4	16
Students retained two or more times	0	0	0	0	0	0	1	0	0	1

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							320	262	283	865
Absent 10% or more school days							55	42	49	146
One or more suspensions							3	13	10	26
Course failure in English Language Arts (ELA)							4	4	3	11
Course failure in Math							8	5	2	15
Level 1 on statewide ELA assessment						46	26	38		110
Level 1 on statewide Math assessment							33	18	19	70
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							17	23	28	68

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							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*	71	63	62	73	60	58	65	55	53
Grade 3 ELA Achievement			19			27			21
ELA Learning Gains	64	60	61	62	59	59	61	58	56
ELA Lowest 25th Percentile	59	51	53	53	52	52	56	53	50
Math Achievement*	73	65	65	76	65	63	77	61	60
Math Learning Gains	61	57	62	61	60	62	67	61	62
Math Lowest 25th Percentile	59	52	57	64	59	57	70	59	60
Science Achievement	64	60	57	61	59	54	51	52	51
Social Studies Achievement*	86	81	77	85	79	73	76	75	70
Graduation Rate									
Middle School Acceleration	81	84	82	83	84	77	84	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)	N/A
OVERALL FPPI – All Students	69%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	618
Total Components for the FPPI	9
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
69%	69%	68%	67%	58%	56%	

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	47%	No		
English Language Learners	65%	No		
Asian Students	82%	No		
Black/African American Students	61%	No		
Hispanic Students	67%	No		
Multiracial Students	68%	No		
White Students	69%	No		
Economically Disadvantaged Students	67%	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	71%		64%	59%	73%	61%	59%	64%	86%	81%			
Students With Disabilities	38%		50%	49%	41%	47%	44%	27%	67%	64%			
English Language Learners	51%		61%	61%	71%	66%	75%	39%	81%	81%			
Asian Students	83%		70%		87%	78%		80%		94%			
Black/African American Students	51%		51%		62%	60%	58%		81%				
Hispanic Students	66%		62%	58%	67%	63%	66%	62%	78%	78%			
Multiracial Students	72%		60%	69%	71%	57%		63%	79%	71%			
White Students	73%		66%	58%	75%	60%	58%	64%	89%	82%			
Economically Disadvantaged Students	64%		64%	60%	69%	62%	63%	60%	78%	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	73%		62%	53%	76%	61%	64%	61%	85%	83%			73%
Students With Disabilities	38%		47%	43%	39%	46%	43%	26%	57%	62%			
English Language Learners	61%		64%	49%	81%	64%	59%	23%	77%	88%			73%
Asian Students	90%		76%		91%	67%		80%	100%	95%			
Black/African American Students	53%		46%	45%	49%	57%	62%	33%	81%	60%			
Hispanic Students	74%		72%	60%	75%	56%	64%	63%	85%	77%			54%
Multiracial Students	76%		56%		85%	66%			87%	100%			
White Students	73%		60%	52%	78%	62%	64%	60%	84%	83%			80%
Economically Disadvantaged Students	63%		57%	50%	69%	61%	65%	46%	77%	76%			79%

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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	65%		61%	56%	77%	67%	70%	51%	76%	84%			73%
Students With Disabilities	24%		45%	50%	40%	51%	53%	19%	46%	56%			
English Language Learners	33%		57%	55%	69%	80%	80%	12%	67%	73%			73%
Asian Students	88%		75%		96%	87%			100%				
Black/African American Students	39%		47%	50%	42%	47%	52%	29%	76%	83%			
Hispanic Students	58%		59%	51%	75%	72%	73%	50%	71%	89%			81%
Multiracial Students	71%		70%	69%	78%	73%		59%	82%	74%			
White Students	68%		62%	56%	80%	66%	72%	53%	76%	83%			67%
Economically Disadvantaged Students	55%		58%	56%	69%	65%	70%	37%	71%	78%			67%

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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	68%	64%	4%	62%	6%
ELA	7	74%	63%	11%	62%	12%
ELA	8	72%	62%	10%	60%	12%
Math	6	73%	63%	10%	60%	13%
Math	7	50%	24%	26%	53%	-3%
Math	8	74%	62%	12%	61%	13%
Science	8	64%	59%	5%	52%	12%
Civics	7	91%	89%	2%	77%	14%
Civics	8	60%	59%	1%	75%	-15%
Algebra	7	88%	97%	-9%	96%	-8%
Algebra	8	78%	81%	-3%	84%	-6%
Geometry	8	100%	97%	3%	95%	5%
Civics	6	* data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

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

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

Most Improvement

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

The greatest improvement for test scores for Carwise Middle School for the 2025-2026 school year was in the area of ELA and our L25's. Our L25 scores increased by 6%. We believe this increase may have been due to the focus in PLC's on differentiation, writing in the content areas, and the use of data driven instruction.

Lowest Performance

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

Our lowest performance for test scores for the 2025-2026 school year was in our L25 students in Math. The problem/gap is occurring because instructional planning and implementation for student learning is not explicitly focused on developing and implementing lessons that are aligned to the correct depth and scope of standards and releasing students to practice.

Greatest Decline

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

Our greatest decline for test scores for the 2025-2026 school year was in our math scores. The achievement scores fell by 3% and the L25 gains fell by 5%. The contributing factor to the decline is that teachers did not have rigorous performance tasks aligned to the BEST benchmarks.

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.

Carwise Middle did not have any negative gaps (scores below state averages).

EWS Areas of Concern

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

The biggest area of concern for Carwise Middle is the number of students that we have with two or more early warning indicators in the 7th grade class.

Highest Priorities

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

Students will continue focus notetaking and Teachers will monitor evidence that students are processing, using and revisiting their notes.

All classrooms use rigorous text in their daily lessons (using MUTT and highlighting)

Implement a plan for identifying students not meeting benchmarks, including targeted instruction, small groups, and frequently monitoring progress to ameliorate gaps early across all content areas.

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 Science

Area of Focus Description and Rationale

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

Our current level of performance is 64% proficiency, as evidenced by the 2025-2026 data. We expect our performance to be 72% proficiency by May 2027. The problem/gap is occurring because instructional planning and implementation for student centered learning is not explicitly focused on developing and delivering lessons that are aligned to the correct depth and scope of the standards. If collaborative planning focused on developing and delivering lessons within the correct depth and scope of the standard that include opportunities for students to practice their higher order thinking and scientific skills would occur, student achievement will increase by 8%.

Measurable Outcome

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

The percent of 8th grade students achieving science proficiency will increase from 64% to 72%, as measured by the 8th grade Statewide Science Assessment in May of 2027. The percent of 6th grade students achieving science proficiency will increase from 59.5% to 65%, and the percent of 7th grade students in the accelerated course will increase from 58.9% to 65%, as measured by the final exam in May of 2027.

Monitoring

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

Monitoring will take place using routine and continuous formative and summative assessments created by teachers and/or districts. Teachers will collaborate with administrators in PLC's to review data following cycle assessments and use common PLC's to plan and remediate based off of data.

Person responsible for monitoring outcome

Karen Huzar

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:

Utilize district curricular materials to ensure whole group and small group instruction in science is designed and implemented according to evidence-based principles, are standards-aligned, and provide rigorous expectations for all students.

Rationale:

These strategies were selected based on the need for more complex tasks in the science classroom. By utilizing the inquiry and literacy strategies, we will address the use of complex text to help prepare our students for the FAST and Science SSA.

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

Planning

Person Monitoring:

Karen Huzar

By When/Frequency:

Ongoing

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 complex, grade-level content, knowledge-building, and tasks aligned to the rigor of the standard and make strategic decisions about implementation of the curriculum to maximize impact on student learning. 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 through common threads of conceptual understanding.

Action Step #2

Higher-Level Thinking

Person Monitoring:

Karen Huzar

By When/Frequency:

Ongoing

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

Strengthen student inquiry skills through the implementation and monitoring of routine use of higher-level thinking through questioning, writing tasks, hands on practice through investigations and lab work, and class discussions.

Action Step #3

AVID

Person Monitoring:

Karen Huzar

By When/Frequency:

Ongoing

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

Improve organizational and study skills by teaching students to paraphrase, take notes, summarize, and make outlines. Additionally teach the students to revisit and interact with their notes on a regular basis. Provide explicit instruction on teaching the students text marking with our school wide system.

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.

Our current level of performance is 86%, as evidence by the 2026 Spring EOC Civics Assessment. We expect our performance level to be 90% by the 2027 Spring EOC Civics Assessment. The problem/gap is occurring because the depth of the benchmarks and benchmark clarifications with differentiated instruction is not being taught to students in Civics classes, formative data is not being reviewed to determine and address gaps in student knowledge and explicit spiraling review is not occurring frequently to help students build the connections between concepts necessary for building a conceptual framework of the Civics content. If teachers collaboratively plan for student-centered, scaffolded exercises that helps students to build a conceptual framework with higher order thinking opportunities reaching the depth of the benchmark and benchmark clarifications in Civics

Measurable Outcome

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

The percent of students achieving proficiency on the Civics EOC will increase from 86% to 90%, as measured by the Spring 2027 administration of the Civics EOC

Monitoring

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

Monitoring will take place using routine and continuous formative and summative assessments created by teachers and/or district. Teachers will collaborate with administrators in PLC's to review data following cycle assessments and use common PLC's to plan and remediate based off of data

Person responsible for monitoring outcome

Tanya Florio

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:

Support teachers in lesson planning and enactment prior to delivery of lessons in front of students. Support teachers to plan for close reading and writing in the content area and to collaboratively engage in student work analysis protocols. Deepen the understanding of the Florida NGSSS Social studies standards and benchmarks.

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

Description of Intervention #2:

Advance student thinking through writing about reading so that students will make their thinking visible, deepen their understanding of critical content, and engage in rigorous, standards-aligned tasks.

Rationale:

Writing about reading supports learning because it requires students to process, organize, and explain what they have read. It helps teachers see student understanding and misconceptions in real time

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

Collaborative Planning

Person Monitoring:

Tanya Florio

By When/Frequency:

Ongoing

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. Learning objectives, success criteria, and checks for understanding are determined and implementation is discussed. Additionally, they will plan to break upcoming reading into chunks and plan sentence frames and questions for students to respond to while reading as quick comprehensive checks.

Action Step #2

PLC's

Person Monitoring:

Tanya Florio

By When/Frequency:

Ongoing

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

Provide regular structures for planning/PLCs where teachers engage in planning for scaffolds that address identified gaps in student learning. Build structures for teachers and students to reflect on their learning and track progress through learning goals/objectives, success criteria, and benchmark mastery.

Action Step #3

AVID Strategies

Person Monitoring:

Tanya Florio

By When/Frequency:

Ongoing

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

Improve organizational and study skills by teaching students to paraphrase, take notes, summarize, and make outlines. Additionally teach the students to revisit and interact with their notes on a regular basis. Provide explicit instruction on teaching the students text marking with our school wide system.

Area of Focus #3

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 current level of performance is 73% as evidence by the 2025 Math FAST assessment. We expect our performance to be 76% by May 2027. The problem/gap is occurring because students are not cognitively engaged with the content through learning activities that promote problem solving, critical thinking, and academic discourse. If instruction cognitively engages students in benchmark aligned learning activities where students are required to solve problems, think critically, and have academic discourse with their peers and teacher, student achievement would increase by 3%.

Measurable Outcome

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

The percentage of all students' achievement in mathematics will increase from 73% to 76%, as measured by the 2026-2027 FAST PM 3.

Monitoring

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

Monitoring will take place using routine and continuous formative and summative assessments created by teachers and/or district. Teachers will collaborate with administrators in PLC's to review data following cycle assessments and use common PLC's to plan and remediate based off of data.

Person responsible for monitoring outcome

Laura Mudd

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

Rationale:

CRA - 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:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Utilize district curricular materials to create a common foundation of standards-aligned, rigorous expectations for all students.

Rationale:

By shifting from routine questions and tasks to reasoning questions and tasks, students are engaged in high cognitive-demand questions and tasks with multiple solution pathways. Effective teaching of mathematics engages students in solving and discussing tasks that promote mathematical reasoning and problem solving and allows multiple entry points and varied solution strategies. Effective Mathematics Teaching Practices (Principles to Action, NCTM 2014).

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Student Opportunities

Person Monitoring:

Laura Mudd

By When/Frequency:

Ongoing

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

Provide students with consistent opportunities to engage with the Mathematical Thinking and Reasoning Standards (MTR's) through complex, course-level content and tasks aligned to the rigor of the standard/benchmark. Implement goal setting opportunities where students regularly and visibly participate in setting their own goals, monitoring their academic progress throughout the year, revisiting their goals based on data, and celebrating successes.

Action Step #2

PLC's

Person Monitoring:

Laura Mudd

By When/Frequency:

Ongoing

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

Teachers and administrators engage in Facilitated Planning professional learning opportunities to implement instructional materials, understanding how the materials connect to evidence-based practices and B.E.S.T. Standards, including the Achievement Level Descriptors to assist with differentiation. Schedule and facilitate ongoing mathematics topic planning sessions by course level, using district provided resources and the PCS effective planning protocols. Implement a plan for identifying students not meeting benchmarks early in the instructional units through frequent progress monitoring and provide additional opportunities for remediation / intervention.

Action Step #3

AVID Strategies

Person Monitoring:

Laura Mudd

By When/Frequency:

Ongoing

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

Improve organizational and study skills by teaching students to paraphrase, take notes, summarize, and make outlines. Additionally teach the students to revisit and interact with their notes on a regular basis. Provide explicit instruction on teaching the students text marking with our school wide system.

Area of Focus #4

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 current level of performance is 71% of our students are proficient on the 2025 FAST ELA assessment. We expect our performance level to increase to 75% by May 2027. The problem/gap is occurring because students are not consistently being released to read and respond to appropriate grade-level, benchmark aligned tasks. If teachers identify critical content and intentionally plan explicit benchmark-aligned instruction and allow students ample time to engage in meaningful, rigorous tasks with eyes on text, an increase in student achievement of 4% will occur.

Measurable Outcome

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

The percent of all students achieving ELA proficiency will increase from 71% to 75%, as measured by Spring 2027 Progress Monitoring assessment.

Monitoring

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

Monitoring will take place using routine and continuous formative and summative assessments created by teachers and/or district. Teachers will collaborate with administrators in PLC's to review data following cycle assessments and use common PLC's to plan and remediate based off of data.

Person responsible for monitoring outcome

Giovanna Thomas

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable

outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Deepen understanding of the Florida's B.E.S.T. ELA standards and benchmarks as a non-negotiable for improving student outcomes.

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

Description of Intervention #2:

Strengthen student achievement on ELA benchmarks by establishing a consistent system of formative assessment and ongoing progress monitoring that makes student thinking visible, informs instruction in real time, and ensures timely support for all learners.

Rationale:

Effective formative assessment practices make learning visible. When students are asked to write, explain, discuss, or demonstrate their thinking, teachers gain immediate insight into what students understand and where misconceptions exist. This allows for timely, targeted responses that prevent small misunderstandings from becoming larger learning gaps.

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

Resources

Person Monitoring:

Giovanna Thomas

By When/Frequency:

Ongoing

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

Use state and district resources (such as the BEST ELA Standards and PCS Gold Document) to synthesize the benchmarks, benchmark clarifications, and appendices to fully understand the expected outcomes that carry the full weight of the standards. Purposefully combine/stack standards and benchmarks to support learning so that a benchmark is spotlighted and supporting benchmarks (such as ELA Expectations) that enhance instruction are incorporated in the lesson to meet the demands of the spotlighted benchmark. 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

Data Chats

Person Monitoring:

Giovanna Thomas

By When/Frequency:

Ongoing

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

Facilitate regular data meetings where teachers: review student work and assessment results, identify trends and priority needs, and plan targeted instructional responses. Use writing and speaking tasks to reveal depth of understanding. Use common formative assessments and skill-based checks to track progress over time (e.g., End of Module Performance Tasks).

Action Step #3

AVID

Person Monitoring:

Giovanna Thomas

By When/Frequency:

Ongoing

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

Improve organizational and study skills by teaching students to paraphrase, take notes, summarize, and make outlines. Additionally teach the students to revisit and interact with their notes on a regular basis. Provide explicit instruction on teaching the students text marking with our school wide system.

Action Step #4

Rigor

Person Monitoring:

Giovanna Thomas

By When/Frequency:

Ongoing

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

Increase opportunities for students to engage with complex, grade-level work (in reading and writing situations). Use prompts where students need to analyze, compare, evaluate, synthesize, and justify their responses in writing.

Area of Focus #5

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.

Black students will increase proficiency to 60% in reading with at least 60% making learning gains on the FAST Spring 2027 PM 3 assessment.

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.

Black students will increase proficiency to 60% in reading with at least 60% making learning gains on the FAST Spring 2027 PM 3 assessment.

Monitoring

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

Monitoring will take place using routine and continuous formative and summative assessments created by teachers and/or district. Teachers will collaborate with administrators in PLC's to review data following cycle assessments and use common PLC's to plan and remediate based off of data

Person responsible for monitoring outcome

Karen Huzar

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:

We will utilize explicit Instruction, data driven instruction, academic discussion, writing to learn, and frequent monitoring and feedback.

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

Data Chats

Person Monitoring:

All AP's

By When/Frequency:

Ongoing

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

Students and parents will engage in data chats about their personal data with an administrator. During these meetings, students will walk away with specific short-term goals for each quarter.

Action Step #2

Feedback

Person Monitoring:

Karen Huzar

By When/Frequency:

Ongoing

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

ELA/Reading teachers with the support staff prioritize engaging students in immense amounts of reading, discussion, and writing ensuring ample time is given to students to read appropriate grade-level text (while applying foundational skills) with high-quality feedback including data chats, one-to-one teacher student small group support and opportunities to use that feedback. Administrator, ELA teachers, and ESE support staff will evaluate the effects of this action step by reviewing PM1 and PM2 results through gains and through data chats with students. Preschool training on utilizing rigorous text sets and critical reading strategies will be shared so all teachers can support student learning and continue to stretch their thinking.

Area of Focus #6

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.

ESE students will increase proficiency to 47% in reading and 57% in math with at least 57% making learning gains in both reading and math on the FAST Spring 2027 PM 3 assessment. The percentage of gifted students making growth in both reading and math will go from 82.5% to 90%.

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.

ESE students will increase proficiency to 47% in reading and 57% in math with at least 57% making learning gains in both reading and math on the FAST Spring 2027 PM 3 assessment. The percentage of gifted students making growth in both reading and math will go from 82.5% to 90%.

Monitoring

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

the desired outcome.

Monitoring will take place using routine and continuous formative and summative assessments created by teachers and/or district. Teachers will collaborate with administrators in PLC's to review data following cycle assessments and use common PLC's to plan and remediate based off of data.

Person responsible for monitoring outcome

Laura Mudd

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:

Strengthen differentiation practices through intentional data analysis to design scaffolded learning experiences that meet diverse needs of all students.

Rationale:

Research supports that students benefit most when instruction is broken into manageable steps and paired with modeling and guided practice. These approaches reduce cognitive overload and allow students to master discrete skills before applying them independently.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Strengthen staff use of higher-order questioning in order to deepen understanding.

Rationale:

Students thrive in classrooms that promote curiosity, improvement, and risk-taking. By tapping into students' curiosities, relevance is created which results in not only higher levels of student engagement, but deeper and long-lasting learning. Learning becomes more meaningful when students not only know what they are learning, but why they are learning it

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

PLC's

Person Monitoring:

By When/Frequency:

Laura Mudd

Ongoing

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

Facilitate collaboration meetings and student data chats to review progress. During those meetings we will analyze IEP goal progress monitoring data using digital systems.

Action Step #2

AVID Strategies

Person Monitoring:

Laura Mudd

By When/Frequency:

Ongoing

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

Improve organizational and study skills by teaching students to paraphrase, take notes, summarize, and make outlines. Additionally teach the students to revisit and interact with their notes on a regular basis. Provide explicit instruction on teaching the students text marking with our school wide system.

Action Step #3

Questioning

Person Monitoring:

Laura Mudd

By When/Frequency:

Ongoing

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

Plan and embed tiered questions aligned to multiple Depth of Knowledge (DOK) levels within daily instruction. Implement curriculum compacting and replace mastered content with advanced, open-ended questions that extend thinking. Design tasks that require students to justify reasoning, evaluate multiple perspectives, and make real-world connections.

Action Step #4

Complex Questions

Person Monitoring:

Laura Mudd

By When/Frequency:

Ongoing

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

Begin questioning sequences with high-complexity prompts (e.g., analysis, evaluation, creation) to challenge gifted learners immediately. Embed Depth and Complexity and critical/creative thinking strategies into daily instruction.

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.

For the 2025-2026, our school-wide behavior problems include 355 discipline referrals. Our goal is to reduce this number to 319 or fewer by May 2027, achieving a 10% decrease from the previous school year. The primary challenges in behavior and positive culture stem from insufficient positive behavior management strategies, the lack of strong teacher-student relationships, and the lack of consistency across the school. By implementing more positive behavior management strategies, school-wide PBIS Shark Bites, and fostering better teacher-student relationships, we anticipate at least a 10% reduction in these issues, as reflected by quarterly discipline reports from Focus.

Measurable Outcome

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

The number of student referrals will decrease from 355 to 319 or fewer (10%), as measure by FOCUS reports. The number of PBIS Shark Bite distribution will increase 10% as measure by weekly frequency counts per grade level.

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.

Monitoring will occur during weekly Administration PLC's and bi-monthly MTSS PLCs, where data will be disseminated and discussed by grade level and school-wide, cross-referencing to prior year behavior data. Following the MTSS PLCs, data will be shared with teachers. Administrators will conduct walkthroughs to monitor the implementation of Tier 1 PBIS/MTSS interventions by teachers, referencing the school-wide PBIS plan and implementation procedures, and noting Tier 2 and Tier 3 interventions as needed.

Person responsible for monitoring outcome

Laura Mudd

Evidence-based Intervention:

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

Description of Intervention #1:

Our strategies and actions are grounded in research and nationally recognized evidence-based programs (PBIS). Enhance the capacity of all staff to establish and maintain positive relationships with students by implementing school-wide PBIS.

Rationale:

Our strategies and actions are grounded in research and nationally recognized evidence-based programs (PBIS). Discipline data indicates an increasing trend in referrals, emphasizing the need for enhanced support to help teachers maintain positive relationships with students. When a school

systematically and intentionally implements PBIS approaches across the entire building, it benefits all students and educators, fostering a positive schoolwide culture and behavior. This approach is expected to result in a positive trend in behavior and a corresponding decrease in referrals.

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

PBIS system

Person Monitoring:

Laura Mudd

By When/Frequency:

Ongoing

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

Continue use of Positive Behavior Monday morning lessons to teach student school-wide expectations, procedures, and behaviors on a weekly basis. SBLT will plan and establish lessons monthly based on current data trends and for use in routine morning restorative circles, celebrating growth, and updating systems.

Action Step #2

Shark Bites

Person Monitoring:

Laura Mudd

By When/Frequency:

Ongoing

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

Continue use of the Shark Bite (token economy) positive behavior support and recognition system to provide rewards for students for demonstration of positive and appropriate behaviors that are identified by the school expectations. By the end of first semester, at least 90% of school members (students and staff) will participate in the Shark Bite system and the rewards will be varied and reflect students interests (based on student input).

Action Step #3

Data Analysis

Person Monitoring:

Laura Mudd

By When/Frequency:

Ongoing

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

Utilize team meetings to discuss students in need of behavior support. Teams will use interventions and deploy appropriate strategies. If continued student issues occur, the team will refer student to the MTSS team.

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