

Pinellas County Schools

OAK GROVE 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

To provide an equitable learning experience for all students and prepare all students for high school, college, career, and life.

Provide the school's vision statement

100% student success.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Kristy Therrien

therrienk@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

Facilitate discussions, analyze data, write and edit SIP.

Leadership Team Member #2

Employee's Name

Chris Alford

alfordch@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Facilitate discussions, analyze data, write and edit SIP.

Leadership Team Member #3

Employee's Name

Mariah Oleksy

oleksym@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Facilitate discussions, analyze data, write and edit SIP.

Leadership Team Member #4

Employee's Name

Brittany Malone

maloneb@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Facilitate discussions, analyze data, write and edit SIP.

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.

Our SIP is developed based on our ongoing monitoring of our progress toward meeting our goals. The Leadership team has met with our instructional coaches, behavior specialist and AVID coordinators to establish our focus for this school year. We have gathered feedback from parents

throughout the year via surveys and utilized this input to create our schoolwide goals.

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)).

We meet weekly with our leadership team (Instructional coaches, administration and behavior specialist) to monitor our progress toward established goals. Our goals and strategies will guide conversations and observations. Data will be analyzed on an ongoing basis to monitor progress toward achieving our goals.

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	97.2%
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: B 2024-25: B 2023-24: B 2022-23: C 2021-22: C

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment							254	285	210	749
Absent 10% or more school days							65	49	47	161
One or more suspensions							2	35	39	76
Course failure in English Language Arts (ELA)							3	10	3	16
Course failure in Math							1	9	2	12
Level 1 on statewide ELA assessment							45	62	52	159
Level 1 on statewide Math assessment							37	50	34	121
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2026-27

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators							37	50	33	120

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	3	1	4
Students retained two or more times							1	2	0	3

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							290	233	238	761
Absent 10% or more school days							70	52	67	189
One or more suspensions							11	17	32	60
Course failure in English Language Arts (ELA)								3	6	9
Course failure in Math							4	1	2	7
Level 1 on statewide ELA assessment							69	63	57	189
Level 1 on statewide Math assessment							58	45	43	146
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							25	51	56	132

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*	53	63	62	50	60	58	46	55	53
Grade 3 ELA Achievement			19			27			21
ELA Learning Gains	59	60	61	58	59	59	60	58	56
ELA Lowest 25th Percentile	52	51	53	60	52	52	60	53	50
Math Achievement*	59	65	65	59	65	63	51	61	60
Math Learning Gains	56	57	62	62	60	62	62	61	62
Math Lowest 25th Percentile	61	52	57	64	59	57	70	59	60
Science Achievement	48	60	57	55	59	54	38	52	51
Social Studies Achievement*	78	81	77	81	79	73	71	75	70
Graduation Rate									
Middle School Acceleration	75	84	82	82	84	77	78	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	60%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	541
Total Components for the FPPI	9
Percent Tested	96%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
60%	62%	58%	44%	41%	45%	

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	44%	No		
English Language Learners	48%	No		
Asian Students	74%	No		
Black/African American Students	58%	No		
Hispanic Students	58%	No		
Multiracial Students	51%	No		
White Students	65%	No		
Economically Disadvantaged Students	55%	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	53%		59%	52%	59%	56%	61%	48%	78%	75%			
Students With Disabilities	21%		44%	57%	32%	51%	64%	18%	55%	55%			
English Language Learners	35%		51%	46%	45%	53%	61%	24%	63%	56%			
Asian Students	79%		65%		93%	57%							
Black/African American Students	44%		51%	53%	50%	58%	61%	41%	71%	91%			
Hispanic Students	51%		59%	53%	55%	54%	61%	38%	80%	69%			
Multiracial Students	46%		50%		59%	48%							
White Students	61%		63%	53%	68%	59%	65%	57%	76%	79%			
Economically Disadvantaged Students	49%		55%	50%	55%	53%	57%	39%	73%	67%			

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	50%		58%	60%	59%	62%	64%	55%	81%	82%			45%
Students With Disabilities	18%		44%	51%	35%	55%	56%	42%	58%				40%
English Language Learners	32%		52%	59%	51%	59%	61%	18%	72%	88%			45%
Asian Students	77%		57%		85%	64%							
Black/African American Students	41%		58%	59%	50%	61%	64%	42%	72%	67%			
Hispanic Students	47%		56%	58%	61%	63%	64%	49%	80%	85%			48%
Multiracial Students	55%		66%		61%	81%	85%	64%					
White Students	55%		59%	70%	60%	59%	57%	64%	85%	85%			29%
Economically Disadvantaged Students	45%		56%	59%	55%	62%	63%	49%	80%	80%			46%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	46%		60%	60%	51%	62%	70%	38%	71%	78%			40%
Students With Disabilities	12%		40%	42%	25%	58%	62%	6%	43%				33%
English Language Learners	26%		53%	61%	37%	59%	69%	18%	52%	71%			40%
Asian Students	93%		93%		93%	71%							
Black/African American Students	31%		59%	53%	41%	55%	66%	20%	57%	70%			
Hispanic Students	40%		56%	60%	48%	61%	70%	31%	69%	80%			35%
Multiracial Students	50%		72%		48%	58%							
White Students	57%		63%	66%	57%	67%	74%	50%	80%	75%			73%
Economically Disadvantaged Students	43%		58%	58%	49%	63%	71%	33%	67%	77%			41%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	53%	64%	-11%	62%	-9%
ELA	7	55%	63%	-8%	62%	-7%
ELA	8	49%	62%	-13%	60%	-11%
Math	6	57%	63%	-6%	60%	-3%
Math	7	16%	24%	-8%	53%	-37%
Math	8	62%	62%	0%	61%	1%
Science	8	48%	59%	-11%	52%	-4%
Civics	7	93%	89%	4%	77%	16%
Civics	8	64%	59%	5%	75%	-11%
Algebra	8	75%	81%	-6%	84%	-9%
Algebra	7	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry	8	* 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?

ELA achievement increased from 50% to 53%. We recruited some strong 6th and 7th grade teachers to our ELA team. The entire ELA department provided ELA interventions for targeted students during the 1st period intervention period. The principal and other staff members provided daily classroom push-in and pull-out support. The principal also supported students with small group lessons.

Lowest Performance

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

Science achievement was 48%. A teacher was on leave for a portion of the school year so additional supports were place in science to help prevent a major dropoff in science achievement.

Greatest Decline

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

Middle school acceleration declined from 82% to 75%. We had only one teacher teach algebra 1 honors which led to a lack of collaboration and data analysis that wasn't done with fidelity. The new math supplemental program, Edia, wasn't implemented in its ideal capacity, as it often times replaced effective instruction within the classroom. There is also a need of effective, targeted small group support to help meet the academic needs of algebra students with a greater push for before and after school support.

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.

ELA proficiency was 8% below state average.

EWS Areas of Concern

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

There are 161 students with a 10% or greater absentee rate.

159 ELA students are level 1 and 121 math students are level 1, our priority is to move these level 1

student up to a level 2.

Highest Priorities

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

Algebra 1 EOC, Science SSA, ELA L25 Gains, Math Learning Gains, Civics EOC.

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

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

Area of Focus #1

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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

Deepen understanding of Florida's B.E.S.T. Standards for Mathematics and Mathematical Thinking and Reasoning Standards (MTR's) as a non-negotiable for improving student outcomes. Shifting from stating a standard to communicating learning expectations (success criteria) ensures that goals are appropriate, challenging, and attainable. When goals are specific, revisited throughout the lesson and connect to other mathematics, they are clearer to students. Effective teaching of mathematics establishes clear goals for the mathematics that students are learning, situates goals within learning progressions, and uses the goals to guide instructional decisions.

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 scholars achieving math proficiency will increase from 59% to 65%, as measured by the 2026-2027 F.A.S.T mathematics assessment.

Monitoring

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

Bimonthly PLC's, Cycle assessments, district formative assessments, walkthroughs, data chats, daily administrative presence/teaching.

Person responsible for monitoring outcome

Chris Alford

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:

Scholars will track their own individual data to monitor progress towards mastery of each specific benchmark. Teachers will also track individual, benchmark-based data and develop collaborative data-driven instructional decisions. Targeted interventions will occur based on the data and the targeted group of students will be updated based on ongoing data collected throughout the school year. Teachers will attend professional development session to enhance instructional practices, including ongoing Edia professional development and making sense of mathematics professional development. Teachers will foster a cooperative classroom environment that encourages academic language, structured discussions and collaborative group tasks.

Rationale:

If scholars and teachers have ownership of their data and make data-driven decisions, an environment of high expectations will be established and maintained. Ongoing teacher professional development will enhance instructional skills, deepen content knowledge and support educators in their continued growth.

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 Tracking

Person Monitoring:

Chris Alford

By When/Frequency:

Ongoing, Daily

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

Implement goal setting opportunities where scholars 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. Use success criteria, learning to allow scholars to track their progress towards growth and proficiency.

Action Step #2

Using data to drive benchmark-based instruction

Person Monitoring:

Chris Alford

By When/Frequency:

Ongoing, Daily

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

Teachers and administrators engage in common planning utilizing the course curriculum guides, the BEST Instructional Guide to Mathematics (B1G-M), and district created instructional lessons to

support implementation of the B.E.S.T. Standards to synthesize the benchmarks, achievement level descriptors, benchmark clarifications, and appendices to fully understand the expected outcomes that carry the full weight of the standards.

Math coach and math AP will work alongside teachers during every PLC to ensure intentional planning of benchmark-based instruction with the utilization of state and district resources. Coaching cycles will be done by math coach and math AP to support the execution of instruction. This will be done by modeling instruction, co-teaching and providing immediate feedback on instruction.

Area of Focus #2

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 48% proficiency on the Science Statewide Assessment (SSA), demonstrating a need to strengthen Tier 1 instruction through high-quality, standards-aligned teaching, data-driven planning, and explicit instructional practices. Analysis of formative and summative assessment data indicates that scholars need additional support in academic vocabulary, reading complex text, interpreting graphs and diagrams, and applying scientific concepts. Teachers will use benchmark-aligned data to plan instruction, monitor student progress, and increase scholar ownership through goal setting and data conversations.

Research consistently demonstrates that students, particularly when learning new content or skills, achieve greater success when teachers provide explicit instruction through clear explanations, teacher modeling, worked examples, guided practice, and timely corrective feedback before gradually releasing responsibility to students. These evidence-based practices accelerate learning while ensuring all scholars develop a strong understanding of grade-level standards.

Instruction will be further strengthened through intentional differentiation based on student readiness and learning needs. Teachers will adjust content, instructional processes, learning products, and classroom environments while maintaining rigorous, standards-aligned expectations for all scholars. High expectations, consistent classroom learning conditions, and active student engagement will ensure scholars have equitable access to grade-level instruction. Additionally, schoolwide literacy practices including reading, writing, academic discourse, and explicit vocabulary instruction across all content areas, will support scholars in accessing complex texts and demonstrating mastery of rigorous academic standards.

By integrating data-driven instructional planning, explicit teaching, differentiated support, and

schoolwide literacy, the school will increase student engagement, close learning gaps, and improve overall student achievement.

Measurable Outcome

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

Our current level of performance in 8th grade is 48% proficiency, as evidenced on the Spring2026Grade8Statewide Science Assessment.

-We expect our performance level to be 50% by the 2026-2027 SSA.

Our current level of performance in 7th grade is 61% average, as evidenced on the Science Grade 7 Accelerated Final Exams

- We expect our performance level to be 65% by the 2026-2027 7th grade Final Exam

Our current level of performance in 6th grade is 47% average, as evidenced on the Science Grade 6 Accelerated Final Exams

-We expect our performance level to be 52% by the 2026-2027 6th grade Final Exam

Monitoring

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

Detailed weekly lesson plans created during weekly PLC's with the utilization of data from cycle and formative assessments. Classroom walkthroughs, data chats, and daily administrative presence and teaching. SSA-aligned bellringers and "word Wednesday" for implementation of critical content vocabulary.

Person responsible for monitoring outcome

Mariah Oleksy

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:

Science teachers will engage in structured, collaborative lesson planning focused on aligning instruction with state standards while embedding evidence-based literacy and vocabulary strategies. Lessons will be designed to include reading comprehension activities, explicit vocabulary instruction, and opportunities for students to engage in scientific thinking through writing and discussion. This intervention is aimed at improving science achievement by enhancing the quality and consistency of

daily instruction.

Rationale:

If effective implementation of literacy strategies with an emphasis on content specific vocabulary based on formative data would occur, proficiency would increase by 2%

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

High-Quality Instructional Planning and Implementation

Person Monitoring:

Mariah Oleksy

By When/Frequency:

Ongoing, daily

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. School leaders and instructional coaches will monitor implementation through regular classroom walkthroughs, lesson plan reviews, PLC discussions, and coaching cycles to ensure district curriculum resources are implemented with fidelity and aligned to the rigor of the benchmark. Instructional leaders will review evidence of standards-aligned tasks, student engagement in grade-level learning, and the effective use of curriculum resources to support knowledge-building and academic discourse. The impact of this action will be measured through analysis of common formative assessments, district benchmark assessments, student work samples, and classroom observation data to determine student mastery of grade-level standards. Findings will be used during PLCs and coaching cycles to make instructional adjustments, provide targeted support, and maximize student learning outcomes.

Action Step #2

Collaborative Planning and Data-Driven PLCs

Person Monitoring:

Mariah Oleksy

By When/Frequency:

Ongoing, daily

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

Provide structures for planning/PLCs where teachers regularly engage in data/student work analysis as well as intellectual prep and lesson rehearsal including planning for scaffolds that address gaps in student learning. Administration and instructional coaches will participate in weekly PLCs to monitor data analysis, lesson planning, and instructional scaffolds through PLC agendas, planning documents, and student work. Classroom walkthroughs and coaching cycles will verify implementation of collaboratively planned strategies. Student progress will be monitored through common formative assessments, benchmark data, and standards mastery, with PLCs using results to refine instruction and interventions.

Area of Focus #3

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.

Accelerating Learning through Data-Driven Instruction: Planning benchmark-aligned lessons based on analysis of recent data: both summative and formative. Increase scholar ownership and presentation of their data and goals. Accelerating Learning through High expectations: Conditions for learning will be established, taught, modeled, and monitored in all classrooms. This structure will lead to increased scholars actively engaged in the learning process. Accelerating Learning through School-wide Literacy: Reading and writing across all content areas with the utilization of core content vocabulary across all subjects. Our current level of performance is 78% of our students are proficient on the 2026 Civics EOC.

Measurable Outcome

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

The percent of students achieving proficiency on the Civics EOC will be 80%, 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.

Bimonthly PLC's, Cycle assessments, formative assessments, walkthroughs, data chats, daily administrative presence and teaching.

Person responsible for monitoring outcome

Brittany Malone

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 support staff to utilize data to organize students to interact with content in manner which scholars are required to read and write in response to text in a highly organized and engaging

classroom setting

Rationale:

If effective implementation of literacy strategies with an emphasis on content specific vocabulary based on formative data, continues to occur, our proficiency will reach 80%.

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

Professional Development on teaching literacy

Person Monitoring:

Brittany Malone

By When/Frequency:

Ongoing, daily

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

Training teachers during preschool on how to implement vocabulary strategies and writing in response to daily lessons. Engage students in immense amounts of reading, discussion, and writing with feedback ensuring ample time is given to scholars to read and write appropriate grade-level civics content (while applying foundational skills) with high-quality feedback and opportunities to use that feedback. Word walls and anchor charts will be visible and referenced in all classrooms to support the understanding and application of academic vocabulary.

Action Step #2

Execution of benchmark-based instruction

Person Monitoring:

Brittany Malone

By When/Frequency:

Ongoing, daily

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

Social studies AP will work alongside teachers during every PLC to ensure intentional planning of benchmark-based instruction with the utilization of state and district resources in addition to ongoing formative assessment data. AP will support the execution of benchmark-based instruction by modeling instruction, co-teaching and providing immediate feedback on instruction in addition to quarterly learning walks. AP and civics teachers will work with intentional small groups of scholars based on targeted areas of need as dictated by formative data, with an emphasis on core academic vocabulary, reading comprehension and test-taking strategies.

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.

Accelerating Learning through Data-Driven Instruction: Planning benchmark-aligned lessons based on analysis of recent data: both summative and formative. Increase scholar ownership and presentation of their data and goals. Accelerating Learning through High expectations: Conditions for learning will be established, taught, modeled, and monitored in all classrooms. This structure will lead to increased scholars actively engaged in the learning process. Accelerating Learning through School-wide Literacy: Reading and writing across all content areas with the utilization of core content vocabulary across all subjects. Our current level of performance is 53% of our students are proficient on the 2026 FAST PM 3. The gap is occurring because data is not being utilized and students are struggling to read and comprehend the content, and unstructured classroom environments.

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.

We expect our performance level to increase from 53% to 58% of our scholars meeting proficiency by Spring 2027 Progress Monitoring assessment F.A.S.T.

Monitoring

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

Bimonthly PLC's, Weekly Tier 2 planning, Cycle assessments, formative assessments, walkthroughs, data chats.

Person responsible for monitoring outcome

Kristy Therrien

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 plan effective lessons based on the rigor of the standards utilizing the gold doc, anchor charts, scaffolding activities and data analysis.

Rationale:

If scholars are provided opportunities to work on rigorous activities with high level text, it will lead to mastery of expectations and therefore increased proficiency and learning gains.

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

Utilize state and district provided resources

Person Monitoring:

Kristy Therrien

By When/Frequency:

Ongoing, daily

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

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 state and district resources (such as the BEST ELA Standards, PCS Gold Document and ALDs) to synthesize the benchmarks, benchmark clarifications, and appendices to fully understand the expected outcomes. We will use Anchor charts for visual supports. Teachers will do the work prior to instruction to sharpen teacher clarity and ensure planning for differentiation is effective and meaningful.

Action Step #2

Benchmark-based planning and execution

Person Monitoring:

Kristy Therrien

By When/Frequency:

Ongoing, daily

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

Administrator and literacy coach will be present in every weekly PLC to support teachers with engaging in data/student work analysis to drive instruction. The team will also engage in lesson preparation by completing student tasks (i.e., close reading texts, answering teacher-posed questions, annotating texts), and lesson rehearsal such as planning for scaffolds that address gaps, or potential misconceptions, in student learning. Lesson execution will be supported with the modeling, co-teaching and immediate feedback provided by administration and literacy coach. Quarterly learning walks will also occur with a focus on benchmark-aligned instruction and cognitively engaging learning opportunities for scholars.

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.

Accelerating Learning through Data-Driven Instruction: Planning benchmark-aligned lessons based on analysis of recent data: both summative and formative. Increase scholar ownership and presentation of their data and goals. Accelerating Learning through High expectations: Conditions for learning will be established, taught, modeled, and monitored in all classrooms. This structure will lead to increased scholars actively engaged in the learning process. Accelerating Learning through School-wide Literacy: Reading and writing across all content areas with the utilization of core content vocabulary across all subjects. Instruction and scheduling of scholars based on reading screenings provided to all sixth-grade scholars.

Our current level of performance is 44% of our black students being proficient on the FAST Reading and 49% on FAST Math. We will continue to focus on data analysis regarding performance on specific standards. We will continue to bridge the gap with high expectations, focus groups and engaging instruction.

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.

We expect our performance level to increase from 44% to 50% of our black students meeting proficiency by Spring 2027 Progress Monitoring assessment F.A.S.T. in ELA and from 49% to 55% in Math.

Monitoring

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

Bimonthly PLC's, Cycle assessments, formative assessments, classroom support, data chats, and PM 1, and PM 2 comparisons.

Person responsible for monitoring outcome

Chris Alford

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:

Description of Intervention #1: Provide Standards based instruction with necessary scaffolding and/or enrichment. Analyze data to ensure instruction meets the needs of the scholar. Ensure culturally responsive classrooms with high expectations, ownership and consistency with expectations and instruction.

Rationale:

These strategies will help to ensure our scholars are focused on task and receiving the instruction they need to be successful.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Bimonthly PLC common planning. implementing the data, literacy strategies, and support.

Person Monitoring:

Chris Alford

By When/Frequency:

Ongoing, daily

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

Being visible in the classrooms, and teaching alongside classroom teachers. Working with small groups as needed and weekly discussions/planning based on formative data.

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.

Accelerating Learning through Data-Driven Instruction: Planning benchmark-aligned lessons based on analysis of recent data: both summative and formative. Increase scholar ownership and presentation of their data and goals. Accelerating Learning through High expectations: Conditions for learning will be established, taught, modeled, and monitored in all classrooms. This structure will lead to increased scholars actively engaged in the learning process. Accelerating Learning through School-wide Literacy: Reading and writing across all content areas with the utilization of core content vocabulary across all subjects. Instruction and scheduling of scholars based on reading screenings provided to all sixth-grade scholars.

Our current level of performance is 18% of our SWD students being proficient on the 2026 FAST Reading. We need to increase our ESE supports with strategic scheduling and monitoring. Our math proficiency for SWD scholars is 31%.

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.

We expect our performance level to increase from 18% to 41% of our SWD students meeting proficiency on the FAST reading and increase from 31% to 45% in math.

Monitoring

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

We will support the staff in utilizing data to organize students to interact with content in ways which scholars are required to read and write in response to text in a highly organized and engaging classroom setting. We will increase data monitoring in science classrooms and increase supports with vocabulary and reading. The AP and Literacy coach will schedule daily supports in the 8th grade classrooms while coaching and monitoring 6th and 7th grade lesson plans and implementation. We will utilize our targeted learning time to focus on vocabulary and literacy strategies school wide.

Person responsible for monitoring outcome

Kristy Therrien

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:

Provide Standards based instruction with necessary scaffolding and/or enrichment. Analyze data to ensure instruction meets the needs of the scholar. Ensure culturally responsive classrooms with high expectations, ownership and consistency with expectations and instruction. Strategic schedule with our VE Teachers for support.

Rationale:

These strategies will help to ensure our scholars are focused on task and receiving the instruction they need to be successful.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Strategic supports

Person Monitoring:

Kristy Therrien

By When/Frequency:

Ongoing, daily

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

Being visible in the classrooms, and teaching alongside classroom teachers. Working with small groups as needed and weekly discussions/planning based on formative data.

Area of Focus #7

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

ESSA Subgroups specifically relating to English Language Learners (ELL)

Area of Focus Description and Rationale

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

Accelerating Learning through Data-Driven Instruction: Planning benchmark-aligned lessons based on analysis of recent data: both summative and formative. Increase scholar ownership and presentation of their data and goals. Accelerating Learning through High expectations: Conditions for learning will be established, taught, modeled, and monitored in all classrooms. This structure will lead to increased scholars actively engaged in the learning process. Accelerating Learning through School-wide Literacy: Reading and writing across all content areas with the utilization of core content vocabulary across all subjects. Instruction and scheduling of scholars based on reading screenings provided to all sixth-grade scholars.

Our current level of performance is 51% proficient on the FAST reading and 54% on the FAST math.

Measurable Outcome

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

We expect our performance level to increase to 55% of our ELL students meeting proficiency by Spring 2027 Progress Monitoring assessment F.A.S.T. in ELA and 60% in Math.

Monitoring

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

Monitoring will occur through daily walkthroughs, as well as an analysis of data, both formal and informal. Ongoing, daily presence and support of administrator.

Person responsible for monitoring outcome

Brittany Malone

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 staff capacity to identify content from the BEST Benchmarks that will create opportunities for collaboration around higher order thinking questions and allow students to enter a productive struggle and implement Culturally Relevant Teaching with fidelity.

Rationale:

Implement Culturally Relevant Teaching (CRT) with fidelity, which engages scholars more effectively in the learning process. It is based on the pedagogy in which every scholar brings specific cultural enhancements to the classroom. As teachers incorporate those cultural strengths into their instruction, scholars will more actively engage in this supportive environment.

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

Support in classes with literacy development

Person Monitoring:

Kristy Therrien

By When/Frequency:

Ongoing, daily

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

Teachers meet in PLCs at least twice per month to share ways they are incorporating collaboration into their lessons and what effect placing students in the productive struggle is having on student growth. In PLCs teachers also share ways to support students who continue to struggle with engagement in collaboration around complex tasks. Strategic scheduling of bilingual associates to support in reading.

Action Step #2

Grade level instruction

Person Monitoring:

Kristy Therrien

By When/Frequency:

Ongoing, daily

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

Provide grade-level appropriate comprehensible instruction appropriate to the level of English language proficiency through appropriate universal (built into core lesson), supplemental (additional and differentiated), and alternative (outside of the core) supports and interventions.

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.

We will continue to enforce school expectations (K.N.I.G.H.T.S). Align our teaching to positive behavior school-wide and provide clear targets for students and staff.

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.

We implemented our use of positive behavior interventions for scholars effectively through monthly PBIS events and school-wide incentives. Our increase led to increased proficiency and learning gains in all core content areas on the state assessments.

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.

We have created a yearly schedule of monthly PBIS activities that will require scholars to be present in school and following the Knight Expectations in order to earn PBIS points. We will advertise and monitor the number of points given by each staff member and received by each scholar through our online PBIS platform. Teachers will be responsible for ensuring that they have a fair and equitable process for providing scholars PBIS points. We will consistently monitor the number of points given by staff members to ensure this is in fact a schoolwide practice. Staff will be recognized at our monthly faculty meetings for their contribution to the program.

Person responsible for monitoring outcome

Brittany Malone and Allison Biloski

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 share behavioral data each month, and celebrate teachers for utilizing the PBIS program

consistently.

Rationale:

The monthly focus will help to keep the strategy at the forefront of all staff's responsibilities. The recognition will encourage all staff to participate consistently.

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

Share a monthly behavior strategy to increase classroom culture and relationship building

Person Monitoring:

Brittany Malone and Allison Biloski

By When/Frequency:

Ongoing, daily

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

At monthly faculty PD, the behavior specialist will lead professional development and model a behavior strategy to help increase authentic student engagement and decrease disruptive behavior.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

The School Improvement Plan will be available on our school website at <https://www.pcsb.org/oakgrove-ms>. The SIP will be disseminated and discussed at all School Advisory Council (SAC) meetings. Stakeholders, including students, families and school staff will have the opportunity to review the plan's progress and any revisions, providing a platform for input and feedback. Any notable progress or changes to the SIP will be shared with stakeholders during SAC meetings.

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)).

Oak Grove Middle School has planned numerous family and community events to assist with building positive relationships with all stakeholders. Some of these events include: "Game on at the Grove" where the school community has the opportunity to meet all school staff members, take a tour of the campus, enjoy food, take a tour of the campus and engage with school and community organizations. We will also host a fall open house and a spring data night. There are also several academic competitions including math bowls, spelling bee and The Great History Challenge. Weekly family communication is also conducted throughout the school year to keep students and families up to date on important school-related topics and student academic progress. <https://www.pcsb.org/oakgrove-ms>

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)).

School-wide systems have been established to ensure all administrators, academic and behavior coaches are present in all classrooms daily to support rigorous academic instruction. There is a schoolwide focus on: Accelerating Learning through Data-Driven Instruction: Planning benchmark aligned lessons based on analysis of recent data: both summative and formative. Increase scholar ownership and presentation of their data and goals. Accelerating Learning through High expectations: Conditions for learning will be established, taught, modeled, and monitored in all classrooms. This structure will lead to increased scholars actively engaged in the learning process. Accelerating Learning through School-wide Literacy: Reading and writing across all content areas with the utilization of core content vocabulary across all subjects.

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)).

SAC-The SIP will be disseminated and discussed at all School Advisory Council (SAC) meetings. Stakeholders, including students, families, and school staff, will have the opportunity to review the plan's progress and any revisions, providing a platform for input and feedback. Any notable progress or changes to the SIP will be shared with stakeholders during SAC meetings. This ensures transparency and allows for collaborative decision-making based on the evolving needs of our school community.

- Title I Meetings: The SIP will also be presented and discussed at Title I meetings specifically aimed at parents. These meetings will provide a deeper understanding of the plan's objectives, strategies, and outcomes, and will be conducted in a language accessible to all parents.
- Faculty Meetings: The SIP will be shared with school staff during regular faculty meetings. This ensures that all educators are well-informed about the plan's goals and strategies, promoting alignment and coordinated efforts towards its implementation.

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)).

Oak Grove Middle School ensures that students receive comprehensive support beyond academics through a multi-tiered system of counseling, mental health, mentoring, and specialized support services. School counselors provide academic, social-emotional, and behavioral counseling through individual and small-group sessions, classroom guidance lessons, and crisis intervention when needed. Students and families have access to school-based mental health services through partnerships with district and community agencies, providing additional therapeutic support and resources. The school's Student Services team, including administrators, counselors, school psychologists, social workers, ESE staff, and school nurses, collaborates to identify and address barriers to student success. Through data reviews, attendance monitoring, behavioral supports, and problem-solving meetings, students receive targeted interventions based on individual needs. Safety Harbor Middle School promotes positive youth development and leadership through mentoring opportunities, peer support programs, extracurricular clubs, athletics, service-learning projects, and student leadership organizations. These programs help students develop communication, collaboration, self-management, decision-making, and conflict-resolution skills. School-wide Positive Behavioral Interventions and Supports (PBIS), restorative practices, and character education initiatives reinforce positive behaviors, strengthen school connectedness, and foster a safe and inclusive learning environment. Through these coordinated efforts, the school supports students' social-emotional well-being, resilience, leadership capacity, and college, career, and life readiness, ensuring that all students have access to the resources necessary to succeed both in and outside the classroom

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)).

Oak Grove Middle School provides career exploration experiences, academic and career planning, and awareness of high school and postsecondary opportunities. School counselors and teachers help students identify interests, strengths, and career goals through classroom lessons, individual planning, and career awareness activities. Students participate in career-focused learning experiences, receive information about high school academies and career pathways, and engage in activities that connect academic learning to future workforce opportunities. The school promotes college and career readiness through technology integration, leadership opportunities, extracurricular activities, and exposure to Career and Technical Education (CTE) programs. These efforts help students develop the knowledge, skills, and awareness necessary to make informed decisions about their future educational and career pathways.

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)).

Oak Grove Middle School implements a Multi-Tiered System of Supports (MTSS) to promote positive student behavior, prevent problem behaviors, and provide timely interventions for students in need of additional support. Through schoolwide Positive Behavioral Interventions and Supports (PBIS), clear behavioral expectations, social-emotional learning opportunities, and positive recognition systems, all students receive Tier 1 behavioral supports. Students requiring additional assistance receive Tier 2 interventions such as small-group counseling, mentoring, behavior monitoring, attendance supports, and targeted skill-building activities. Students with significant needs receive Tier 3 individualized interventions, including behavior intervention plans, functional behavior assessments, intensive counseling, and coordinated support through student services teams. The school regularly reviews attendance, behavior, and academic data to identify students who may benefit from early intervening services. Counselors, administrators, teachers, school psychologists, social workers, and ESE staff collaborate through problem-solving and MTSS processes to develop and monitor interventions. Services are coordinated with supports provided under the Individuals with Disabilities Education Act (IDEA) to ensure that students with disabilities receive appropriate behavioral, social-emotional, and academic assistance while maintaining access to schoolwide supports. These practices help create a safe, positive, and inclusive learning environment that promotes student success.

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)).

Oak Grove Middle School provides ongoing professional learning opportunities for teachers,

paraprofessionals, and school personnel to strengthen instructional practices and improve student achievement. Professional development is aligned to school improvement goals and includes training in standards-based instruction, data analysis, differentiated instruction, literacy strategies, technology integration, classroom management, and Multi-Tiered System of Supports (MTSS). Teachers participate in Professional Learning Communities (PLCs), collaborative planning sessions, instructional coaching, and data-review meetings to analyze assessment results and adjust instruction based on student needs. Staff regularly use FAST, district, and classroom assessment data to identify learning gaps, monitor student progress, and implement targeted interventions. School leaders and instructional coaches provide support to ensure that data-informed decision-making is embedded in instructional planning and student support systems. To recruit and retain effective educators, the school provides mentoring and onboarding for new teachers, ongoing coaching and professional growth opportunities, recognition of staff accomplishments, and a collaborative school culture focused on continuous improvement. Particular attention is given to supporting and retaining teachers in high-need subject areas through targeted professional learning, instructional resources, leadership opportunities, and ongoing support from school and district personnel.

Strategies to Assist Preschool Children

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

NA

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

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