

Pinellas County Schools

SAFETY HARBOR 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

Safety Harbor IB World Middle School will provide a quality educational setting that prepares learners for college and/or career opportunities.

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

Susan Alvaro

alvaros@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

The Principal is the instructional and operational leader within the school community and is critical to improving student outcomes, through the hiring, development, support, supervision and retention of high-quality instructional and support staff. As the school leader, the Principal creates a culture of rigorous learning, belonging and engagement for staff, students and families through collaboration and distributive leadership. In alignment with the Florida Principal Standards, the Principal leads the school team to increased school and student outcomes by prioritizing instruction while effectively balancing the operational, safety, and policy responsibilities of a school-building leader.

Leadership Team Member #2

Employee's Name

Diane Dove

doved@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

The Assistant Principal is an instructional and operational leader within the school community and is critical to improving student outcomes through staff development and effectiveness. In collaboration with and aligned to the direction of the Principal, the Assistant Principal supports the creation of the culture of rigorous learning, belonging and engagement for staff, students and families throughout the school community. In alignment with the Florida Assistant Principal Standards, the Assistant Principal supports and leads assigned school teams to increased school and student outcomes through ongoing training, coaching, feedback and support by prioritizing instruction while effectively balancing operational, safety and policy responsibilities, as assigned.

Leadership Team Member #3

Employee's Name

Stacie Ferrara

ferraras@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

The Assistant Principal is an instructional and operational leader within the school community and is critical to improving student outcomes through staff development and effectiveness. In collaboration with and aligned to the direction of the Principal, the Assistant Principal supports the creation of the culture of rigorous learning, belonging and engagement for staff, students and families throughout the school community. In alignment with the Florida Assistant Principal Standards, the Assistant Principal supports and leads assigned school teams to increased school and student outcomes through ongoing training, coaching, feedback and support by prioritizing instruction while effectively balancing operational, safety and policy responsibilities, as assigned.

Leadership Team Member #4

Employee's Name

Kate Tancrell

tancrellk@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

The Assistant Principal is an instructional and operational leader within the school community and is critical to improving student outcomes through staff development and effectiveness. In collaboration with and aligned to the direction of the Principal, the Assistant Principal supports the creation of the culture of rigorous learning, belonging and engagement for staff, students and families throughout the school community. In alignment with the Florida Assistant Principal Standards, the Assistant Principal supports and leads assigned school teams to increased school and student outcomes through ongoing training, coaching, feedback and support by prioritizing instruction while effectively balancing operational, safety and policy responsibilities, as assigned.

2. Stakeholder Involvement

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

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

The School Improvement Plan was developed using input from the school leadership team, teachers, school staff, parents, students, and community leaders. Prior to input the tentative school grade, population and enrollment, assessments, educator qualifications, long-term goals, accelerated course enrollment, per-pupil expenditures, and existing school initiatives were shared. Input was solicited regarding additional supplemental personnel, additional training opportunities for school staff, extended learning opportunities, parent and family engagement resources and training workshops, and supplemental teaching, equipment, and technology.

3. SIP Monitoring

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

The School Improvement Plan will be included as a standing agenda item at each School Advisory Council meeting. Specifically, a data update will be provided to all stakeholders regarding the projected levels of proficiency in ELA, math, science, and civics, along with a projected growth calculation for learning gains overall in ELA and math, as well as learning gains for students in the lowest quartile for ELA and math. Additionally, an acceleration calculation will also be shared. To ensure achievement gaps are addressed and communicated with all stakeholders, data will be disaggregated by subgroup and shared. The status of action steps related to the identified strategies for improvement will be shared, followed by solicitation of recommended next steps from stakeholders. Updates to the School Improvement Plan will take place within 10 days of each School Advisory Council meeting to ensure feedback and revisions are accurately captured.

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	70.0%
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) 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: 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							316	264	255	835
Absent 10% or more school days							55	56	62	173
One or more suspensions							44	40	36	120
Course failure in English Language Arts (ELA)							0	2	5	7
Course failure in Math							3	5	2	10
Level 1 on statewide ELA assessment							35	37	38	110
Level 1 on statewide Math assessment							14	28	20	62
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							6	6	6	18

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

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

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment							347	294	276	917
Absent 10% or more school days							66	47	54	167
One or more suspensions							5	36	52	93
Course failure in English Language Arts (ELA)							1	2	1	4
Course failure in Math							6	7	6	19
Level 1 on statewide ELA assessment							62	53	51	166
Level 1 on statewide Math assessment							66	32	56	154
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

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

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators							30	47	57	134

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							2			2
Students retained two or more times										0

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	65	63	62	59	60	58	52	55	53
Grade 3 ELA Achievement			19			27			21
ELA Learning Gains	65	60	61	58	59	59	56	58	56
ELA Lowest 25th Percentile	52	51	53	62	52	52	51	53	50
Math Achievement*	67	65	65	59	65	63	52	61	60
Math Learning Gains	65	57	62	63	60	62	49	61	62
Math Lowest 25th Percentile	58	52	57	67	59	57	56	59	60
Science Achievement	57	60	57	54	59	54	50	52	51
Social Studies Achievement*	83	81	77	81	79	73	74	75	70
Graduation Rate									
Middle School Acceleration	75	84	82	69	84	77	76	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	65%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	587
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*
65%	64%	57%	55%	51%	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	53%	No		
Black/African American Students	48%	No		
Hispanic Students	65%	No		
Multiracial Students	60%	No		
White Students	69%	No		
Economically Disadvantaged Students	61%	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	65%		65%	52%	67%	65%	58%	57%	83%	75%			
Students With Disabilities	26%		48%	51%	32%	52%	50%	26%	62%	50%			
English Language Learners	45%		57%	53%	46%	66%	63%	28%	70%	50%			
Black/African American Students	42%		46%	33%	45%	59%	47%	33%	71%	54%			
Hispanic Students	60%		63%	56%	62%	65%	63%	55%	81%	80%			
Multiracial Students	57%		62%		71%	64%		30%	78%				
White Students	75%		71%	53%	74%	65%	55%	68%	87%	75%			
Economically Disadvantaged Students	57%		63%	57%	56%	60%	60%	50%	77%	71%			

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	59%		58%	62%	59%	63%	67%	54%	81%	69%			64%
Students With Disabilities	23%		49%	52%	22%	53%	65%	6%	56%				27%
English Language Learners	34%		56%	66%	43%	61%	62%	16%	63%				64%
Asian Students	83%		67%		67%	67%							
Black/African American Students	38%		60%	70%	38%	51%	54%	23%	79%				
Hispanic Students	54%		56%	65%	53%	63%	67%	43%	77%	63%			60%
Multiracial Students	64%		68%		59%	71%		38%	82%				
White Students	66%		58%	53%	68%	65%	72%	65%	83%	73%			86%
Economically Disadvantaged Students	49%		53%	61%	50%	60%	67%	41%	76%	55%			60%

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 PROGRES
All Students	52%		56%	51%	52%	49%	56%	50%	74%	76%			52%
Students With Disabilities	15%		41%	45%	12%	42%	52%	8%	49%				28%
English Language Learners	30%		51%	48%	36%	53%	58%	24%	49%	67%			52%
Asian Students	81%		75%		63%	50%							
Black/African American Students	25%		41%	44%	24%	46%	56%	24%	50%				
Hispanic Students	44%		54%	49%	47%	49%	55%	40%	66%	70%			49%
Multiracial Students	59%		59%		55%	35%		50%	79%	91%			
White Students	60%		60%	54%	61%	50%	59%	59%	83%	78%			64%
Economically Disadvantaged Students	42%		51%	48%	41%	49%	61%	35%	64%	70%			50%

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	67%	64%	3%	62%	5%
ELA	7	67%	63%	4%	62%	5%
ELA	8	59%	62%	-3%	60%	-1%
Math	6	65%	63%	2%	60%	5%
Math	7	19%	24%	-5%	53%	-34%
Math	8	69%	62%	7%	61%	8%
Science	8	56%	59%	-3%	52%	4%
Civics	7	97%	89%	8%	77%	20%
Civics	8	60%	59%	1%	75%	-15%
Algebra	7	94%	97%	-3%	96%	-2%
Algebra	8	74%	81%	-7%	84%	-10%
Geometry	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?

The data component that showed the most improvement was Math Proficiency, which increased by 8 percentage points. Several factors contributed to this growth. Our school added a Math Coach to support teachers with instructional planning, data analysis, and best practices in mathematics instruction. We also experienced staffing changes that strengthened our instructional team and brought new expertise to the department. Additionally, we increased professional development opportunities focused on effective math instruction, standards-based teaching, and student engagement strategies. These combined efforts helped improve the quality and consistency of mathematics instruction, resulting in significant gains in student achievement.

Lowest Performance

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

The data component that showed the lowest performance was Science Achievement. While the school has made progress in other areas, science proficiency continues to perform below expectations. A contributing factor is that our eighth-grade reading proficiency rate was only 59%, which closely mirrors our science proficiency results. Since success in science assessments requires students to read complex informational texts, analyze data, and apply critical thinking skills, deficiencies in reading proficiency can directly impact science performance.

Another factor contributing to lower science achievement is the lack of a consistent, comprehensive science curriculum. Teachers often create or adapt instructional materials to address standards, which can result in inconsistencies in rigor and may not always reach the full depth and complexity of the benchmarks being assessed. This can create gaps in student learning and limit opportunities for mastery of key concepts.

A review of the data suggests a continuing trend between literacy and science performance, indicating that improvements in reading achievement may positively influence science outcomes. Moving forward, the school will focus on strengthening science instruction through increased curriculum alignment, targeted professional development, and literacy strategies that support student success in science.

Greatest Decline

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

The data component that showed the lowest performance was the learning gains of students in the lowest 25% in both ELA and Mathematics. In both subject areas, this subgroup experienced a decline in learning gains compared to the previous year.

One contributing factor may have been a schoolwide focus on increasing overall proficiency rates. While this focus resulted in gains in student proficiency, it may have reduced the level of intentional monitoring and targeted support provided to students performing at the lowest levels. As a result, these students may not have received the differentiated interventions and frequent progress monitoring needed to accelerate their growth.

A review of the data suggests a trend in which overall achievement improved while the performance of the lowest-performing students lagged behind. Moving forward, the school plans to place a stronger emphasis on identifying, monitoring, and supporting students in the lowest 25% through targeted interventions, regular data reviews, and increased collaboration among teachers to ensure these students make adequate learning gains.

Greatest Gap

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

The greatest achievement gap occurred in 7th Grade Mathematics, where our school earned a proficiency rate of 19%, compared to the state average of 53%. Several factors contributed to this disparity. A significant number of our higher-performing and accelerated 7th-grade students were enrolled in accelerated coursework and therefore took the 8th Grade Mathematics assessment rather than the 7th Grade assessment. As a result, the population of students taking the 7th Grade Mathematics assessment was disproportionately composed of lower-performing students, including many identified as Level 1 learners. This testing structure significantly impacted the overall proficiency rate and contributed to the gap between our school's performance and the state average.

EWS Areas of Concern

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

Performance of L25 and absences

Highest Priorities

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

1.) Proficiency Level in science 2.) Acceleration 3) Learning Gains in ELA 4) Learning Gains in math

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

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

Area of Focus #1

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

Based on the Spring 2025-2026 FAST PM3 ELA assessment results, 65% of students achieved proficiency in ELA, 65% demonstrated learning gains, and 52% of our Lowest 25% (L25) subgroup made a learning. For the 2026-2027 school year, our goal is to increase overall ELA proficiency and learning gains from 65% to 70%, and to improve L25 proficiency from 52% to 60%, through targeted instructional support and data-driven interventions.

We saw a decline in the performance of students identified in the Lowest 25% (L25) subgroup. This decline appears to be linked to a lack of consistent progress monitoring and targeted support for these students. More specifically, students did not receive frequent enough checks for understanding or timely, actionable feedback designed to address learning gaps and accelerate growth. Moving forward, increasing the use of ongoing formative assessments, data-driven interventions, and specific, immediate feedback will be critical to improving outcomes for this subgroup.

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 65% to 70% as measured by the FAST PM3 ELA. The percent of L25 students achieving a learning gain in ELA will increase from 52% to 60%, as indicated by the FAST PM3 ELA.

Monitoring

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

Administrators will conduct regular classroom walkthroughs and provide immediate feedback to

support instructional improvement. Instruction will be assessed both formally and informally, using data to consistently modify and adjust practices to meet student needs. The administration will facilitate and monitor lesson planning during weekly PLC meetings to ensure alignment with state standards and student learning goals.

Additionally, administrators and teachers will meet collaboratively to review cycle assessment data and project student performance on the 2027 FAST ELA, using the data to inform instructional decisions and targeted interventions.

Person responsible for monitoring outcome

Susan Alvaro

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:

Create a collaborative culture among ELA teachers across grade levels, focused on planning effective instruction and using student data to drive instruction and improve ELA performance.

Rationale:

Collaborative planning allows teachers to analyze student learning trends, review assessment data, share best strategies, ensure lessons align with state standards, and identify specific skills and standards that require additional focus. Structured learning communities promote the development of instructional skills, deepen knowledge of the B.E.S.T. benchmarks, and ensure that teachers evaluate their own instruction and students' understanding.

Tier of Evidence-based Intervention:

Tier 3 – Promising 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 and Coaching

Person Monitoring:

Susan Alvaro

By When/Frequency:

Ongoing throughout school year, weekly

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

ELA and reading teachers will participate in professional development and receive ongoing

instructional coaching focused on implementing the B.E.S.T. Benchmarks and district-adopted curriculum resources. This targeted support ensures that all students consistently engage with complex, grade-level content, build essential knowledge, and complete tasks aligned with the rigor of the standards. Teachers will also engage in professional development on implementing data discussions with students, utilizing strategies to monitor student progress, and providing opportunities that promote independent thinking and accountability of learning. Administrators and ELA staff will attend curriculum rollout trainings and additional sessions as needed to remain informed and effectively support the implementation of instructional priorities.

Action Step #2

Conduct regular classroom walkthroughs and follow-up conversations

Person Monitoring:

Susan Alvaro

By When/Frequency:

Ongoing throughout school year, weekly

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

Conduct regular classroom walkthroughs with ELA teachers to strengthen instructional practices, monitor student engagement, and provide constructive, collaborative feedback. These walkthroughs will promote effective instructional strategies, ensure alignment to The B.E.S.T. Standards, and encourage reflective practice. By observing colleagues and engaging in post-observation discussions, teachers can identify strengths, areas for growth, and opportunities for collaborative planning. This process will provide consistent, actionable feedback to enhance instruction and support differentiated learning for all students.

Area of Focus #2

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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

Our current level of proficiency is 67%, based on the Spring 2026 FAST PM3 State Assessment. The identified gap in performance is attributed to students not consistently engaged in cognitively demanding, benchmark aligned math activities that promote problem-solving, critical thinking, and academic discourse. Additionally, differentiation and targeted interventions for L25 students and Algebra learners may not be implemented with enough fidelity to ensure growth. Student proficiency is projected to increase by 5%

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 students achieving proficiency in Mathematics will increase from 67% to 72%

learning gains will increase from 64% to 70%, and L25 students achieving learning gains will increase from 59% to 64%, as measured by the Spring 2026 FAST PM3 Assessment.

Monitoring

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

Administrators will conduct regular walkthroughs utilizing feedback tools to support instructional improvement. Instruction will be assessed both formally and informally, with data consistently used to modify and adjust practices to meet student needs. The administration will facilitate and monitor lesson planning during weekly PLC meetings to ensure alignment with standards and student learning goals. Additionally, administration and teachers will collaboratively review cycle assessment data to project student performance on the 2027 FAST Math and BEST EOC , using this data to inform instructional decisions and targeted interventions.

Person responsible for monitoring outcome

Diane Dove

Evidence-based Intervention:

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

Description of Intervention #1:

Teachers will participate in professional development sessions on district-provided resources

Rationale:

Ongoing teacher training and professional development enhance instructional practices, deepen content knowledge, and support educators in their continued growth. This will be monitored for the area of focus

Tier of Evidence-based Intervention:

Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Teachers will engage in collaborative planning in PLCs where support will be provided to ensure lesson plans are aligned with the appropriate benchmarks and learning standards.

Rationale:

The collaborative planning process allows teachers to evaluate their understanding of key concepts, address potential misconceptions with colleagues, and prepare necessary materials to deliver effective instruction. This will be monitored for the area of focus

Tier of Evidence-based Intervention:

Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

Teachers will foster a collaborative and cooperative classroom environment that encourages academic language, structured discussions, and collaborative group tasks.

Rationale:

Structured collaborative learning promotes the development of higher-level thinking, communication, and leadership skills.

Tier of Evidence-based Intervention:

Tier 3 – Promising 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

Analyze data

Person Monitoring:

Diane Dove, Math Coach, Math Teachers

By When/Frequency:

Ongoing throughout school year, weekly

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

Analyze FAST PM and formative assessment data to identify L25 students and algebra learners, and their specific needs. Conduct regular PLC's to review student progress (overall, L25, algebra), adjust groups, and share effective strategies.

Action Step #2

Implement and monitor targeted instruction

Person Monitoring:

Diane Dove, Math Coach, teachers

By When/Frequency:

Ongoing throughout school year, weekly

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

Implement targeted small group instruction and interventions for L25 algebra students during core and intervention blocks. Monitor fidelity of intervention implementation through classroom walkthroughs and data chats.

Action Step #3

Progress monitoring

Person Monitoring:

Diane Dove, Math Coach, teachers

By When/Frequency:

Ongoing throughout school year, weekly

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

Engage students in goal-setting and progress monitoring using student-friendly data trackers.

Area of Focus #3

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

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

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

Our current level of 8th grade proficiency in Science is 57%, as evidenced on the Spring Grade 8 Statewide Science Assessment. Our current level of performance in 7th Grade Advanced is 39%, and 67% in 7th Grade Accelerated, as evidenced by their end of course final exams. Our current level of performance in 6th grade is 56%, as evidenced by the end of course final exam. With grade 6 and 7 science teachers implementing action steps, we expect our performance level to be 60% for Grade 7 Advanced and 75% for Grade 7 Accelerated for the 2026-2027 7th grade Final Exam. We expect our performance level to be 65% for the 2026-2027 6th grade Final Exam.

Our focus is on increasing student proficiency levels while improving overall assessment performance compared to previous years.

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 8th-grade students achieving proficiency in science will increase from 57% to 65%, as measured by the SSA.

Monitoring

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

Administrators will conduct regular classroom walkthroughs using feedback tools. Regularly assess (formally and informally) and utilize data to modify and improve instruction. Administration will facilitate and monitor lesson plans during weekly PLC meetings with teachers. Additionally, teachers and administration will review cycle assessment data to project student outcomes for the 2027 SSA.

Person responsible for monitoring outcome

Stacie Ferrara

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the

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

Description of Intervention #1:

Explicit and systematic instruction to support all three levels of science through scaffolded instruction, corrective feedback, and differentiation.

Rationale:

Explicit instructional practice for novices in learning new content, skill, or concept should include: 1) Full, clear expectations, 2) teacher modeling, 3) providing an exemplar and explanation, 4) guidance during student practice, and 5) corrective teacher feedback. Decades of research clearly demonstrate that novices (who comprise virtually all students), direct, explicit instruction is more effective and more efficient than partial guidance. Teachers are more effective when providing explicit guidance, practice, and feedback rather than requiring students to discover new skills/concepts on their own. Differentiated instructions can be used on content- what the student needs to learn or how they can access the information. Process- activities that engage the student in order to make sense of or master the content. Products- culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit. And the learning environment, the way the classroom works and feels. The key focus of applying differentiated practices to improve student engagement and achievement in the science classroom.

Tier of Evidence-based Intervention:

Tier 3 – Promising 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

Instructional Delivery

Person Monitoring:

Stacie Ferrara

By When/Frequency:

Ongoing throughout school year, weekly

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

Teachers will deliver explicit, step-by-step instruction – in multiple, briskly paced cycles related to student interests and cultural backgrounds. Opportunities for students to ask their own questions and explore possible explanations to their questions. Teachers will employ instructional practices that result in active engagement of students (higher-order questioning, hands-on learning, limiting teacher talk, high-quality feedback, and opportunities to use that feedback).

Action Step #2

Engage Students by Utilizing Inquiry Model

Person Monitoring:

Stacie Ferrara

By When/Frequency:

Quarterly

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

Teachers will utilize an inquiry model (such as the 5E model) to allow students to engage in content

and explore concepts while asking questions and developing a sense of curiosity and investment in the content. Teachers will prioritize engaging students in immense amounts of reading, discussion, and hands on exploration with feedback ensuring ample time is given to students to read appropriate grade-level text with high-quality feedback and opportunities to use that feedback.

Action Step #3

Provide support and feedback

Person Monitoring:

Stacie Ferrara

By When/Frequency:

Ongoing throughout school year, weekly

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

Teachers will provide support and feedback focused on explicit, systematic, and sequential approaches to understanding the concept; this may sometimes include a model of instruction that consists of a gradual release of responsibility. Utilize the district-provided science curriculum and guidance tools to provide weekly feedback to individual science teachers as well as communicate and highlight evidence-based practices that impact student achievement.

Action Step #4

Integrate writing-to-learn strategies to assess understanding

Person Monitoring:

Stacie Ferrara

By When/Frequency:

Ongoing throughout school year, weekly

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

Teachers will integrate writing-to-learn strategies using science notebooks, where students can record their thinking using sentence stems, written explanations, and/or diagrams, to clearly explain scientific thinking. Teachers will use students' writing to assess understanding, identify misconceptions, and guide instruction.

Area of Focus #4

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

Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale

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

Our current level of proficiency in Civics is 83%, based on performance on the Civics EOC. Our current U.S. History proficiency is 52%, based on performance on the course final exam.

For Civics, our focus is on increasing student proficiency levels while improving overall assessment performance compared to previous years.

For U.S. History, our focus will be on improving student reading and writing in the content area. With this focus, the history team will support students learning to think historically, build knowledge, and

retain understanding.

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 Civics proficiency will increase from 83% to 85%, as measured by the Civics EOC.

The percent of all students achieving U.S. History proficiency will increase from 52% to 60%, as measured by the U.S. History final exam.

Monitoring

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

Administrator walkthroughs using feedback tools. Regularly assessing (formally and informally) and utilizing data to modify and adjust instruction. Administration will facilitate and monitor lesson plans during weekly PLC meetings. Administration and teachers will review cycle assessment data to project where students will score on the 2027 Civics EOC and U.S. History final exams.

Person responsible for monitoring outcome

Kate Tancrell

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 Florida's NGSSS Social Studies Standards and benchmarks as a non-negotiable for improving student outcomes as evidenced by the End of Course assessment and final exams.

Rationale:

Identifying the critical content in student benchmarks keeps lesson planning focused on the most essential knowledge and skills that 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 3 – Promising 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

Using data to adjust instruction

Person Monitoring:

Kate Tancrell

By When/Frequency:

Ongoing throughout school year, weekly

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

During collaborative planning, teachers and administrators use state and district developed resources to clearly identify benchmarks and clarifications of the standards. Provide regular structures for planning where teachers engage in planning for scaffolds that address identified gaps in student learning. During this time, learning objectives, success criteria, and checks for understanding are determined and implementation is discussed. Build structures for teachers and students to reflect on their learning and track progress through learning goals/objectives, success criteria, and benchmark mastery.

Provide regular structures for planning/PLCs where teachers engage in planning for scaffolds that address identified gaps in student learning.

Action Step #2

Increase writing in history classes.

Person Monitoring:

Kate Tancrell

By When/Frequency:

On going throughout school year; weekly

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

Provide professional learning on key strategies from The Writing Revolution, from sentence-level strategies to paragraph and essay writing. Plan with teachers to engage in professional learning from the DBQ Project. During Collaborative Planning, break upcoming reading into chunks and plan sentence frames and questions for students to respond to while reading as quick comprehension checks. During Collaborative Planning, develop writing prompts that require students to explain, justify, and analyze using text evidence. Plan to support student analysis of historical documents with a document analysis tool that asks students to analyze the source, context and possible corroboration for the document. Improve organizational and study skills by teaching students to paraphrase, take notes, summarize, and make outlines. Provide clear, direct, and explicit instruction in writing following The Writing Revolution, including short, frequent sentence-level activities to develop knowledge and analytical abilities while simultaneously enabling students to learn the mechanics of sentence construction.

Provide explicit instruction to build purposefully planned paragraph and essay writing. Action step monitored weekly via walkthroughs.

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.

Safety Harbor experienced a 3-percentage-point decrease in the Federal Percent of Points Earned (FPI) for African American students during the 2025–2026 school year. While proficiency rates increased by 7 percentage points in both ELA and Mathematics, the performance of students in the Lowest 25% (L25) subgroup declined significantly, particularly in ELA learning gains. This decrease in learning gains offset the improvements in proficiency and contributed to the overall decline in FPI for this subgroup.

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.

Results from last year show the need to narrow the GAP in Reading and ELA for our black scholars. We will narrow the gaps for proficiency and learning gains in both math and reading during the 2025-2026 school year. ELA - Current GAP is 39% with the projected goal to end the year reducing the gap by 16% to end with a gap of 24% in proficiency. This goal is set based on the desired gap decrease in learning gains as there is currently a 16% gap in learning gains. If we meet our learning gains goal for our

Monitoring

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

Results from last year show the need to narrow the GAP in Reading and ELA for our black scholars. We will narrow the gaps for proficiency and learning gains in reading during the 2026-27 school year. ELA - Current GAP in proficiency is 23% with the projected goal to end the year reducing the gap to 15% in proficiency.

Person responsible for monitoring outcome

Susan Alvaro

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:

To improve achievement among African American students, Safety Harbor Middle School will implement a comprehensive system of standards-based instruction, frequent progress monitoring,

and targeted interventions. Teachers will utilize common formative assessments to identify skill deficits, provide differentiated small-group instruction, and monitor student growth biweekly. Additionally, staff will employ culturally responsive instructional practices, explicit vocabulary instruction, and student goal-setting protocols to increase engagement, ownership, and academic achievement. Success will be measured through improved proficiency rates, learning gains, and subgroup performance on district and state assessments.

Rationale:

Analysis of state assessment data indicates that, while proficiency rates for African American students increased in both ELA and Mathematics, learning gains among students in the Lowest 25% (L25) subgroup declined, negatively impacting overall subgroup performance. This trend suggests a need for more consistent monitoring of student progress and targeted instructional support to accelerate growth for students who are performing below grade level. Regular progress monitoring allows teachers to identify learning gaps early, adjust instruction, and provide targeted support based on individual student needs. Additionally, culturally responsive instructional practices have been shown to increase student engagement, strengthen relationships, and improve academic outcomes by ensuring that learning experiences are relevant and inclusive.

Tier of Evidence-based Intervention:

Tier 3 – Promising 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

Strengthen Literacy Across Content Areas

Person Monitoring:

Susan Alvaro, Stacie Ferrara, Diane Dove, Kate Tancrell

By When/Frequency:

Ongoing throughout the year, weekly

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

Explicitly teach vocabulary and academic language. Incorporate reading and writing tasks in all subjects. Use text-dependent questioning and evidence-based responses. Teams will discuss student progress weekly at PLC and Teaming meetings.

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.

Safety Harbor Middle School is recognized as an IB World School that models the IB learner profile attributes. The 10 attributes revolve around high expectations of the entire teaching and learning community. When teachers use the attributes to recognize positive student behavior that aligns with our SOAR expectations, their words build student efficacy and eventually student agency. By the end of the first semester, 80% of staff will participate in student recognition activities as measured by the PBIS Rewards System and/or spreadsheet showing staff who recognized students demonstrating IB learner attributes.

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.

Student perception survey data indicate a positive trend in school connectedness among students. In the 2025 survey, 65% of students agreed with the statement, *"I have a positive relationship with adults at this school."* In the 2026 survey, this percentage increased to 73%, representing an 8-percentage-point gain. Research demonstrates that strong student-adult relationships contribute to increased engagement, attendance, academic motivation, and achievement.

To build upon this progress and further improve academic outcomes, the school will continue implementing engaging activities to build positive relationships among stakeholders.

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.

Progress toward these goals will be monitored through a combination of quarterly climate survey reviews, ongoing academic data analysis, and MTSS progress-monitoring meetings.

Person responsible for monitoring outcome

Susan Alvaro, Stacie Ferrara, Diance Dove, Kate Tancrell

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:

Prior to the start of the school year, incoming sixth-grade students will participate in Seahawk Camp, an orientation experience designed to foster a sense of belonging and connection to the Safety Harbor Middle School community. Through team-building activities, campus tours, and opportunities to interact with teachers, staff, and peer leaders, students will begin developing positive relationships with adults and peers before the first day of school. Throughout the school year, the IB Learner Profile will serve as a foundation for building a connected and supportive school culture. School leaders will

model the attributes of the IB Learner Profile through their interactions with students, staff, and families, reinforcing the importance of respect, empathy, communication, and reflection. Teachers will explicitly teach and reinforce the learner profile attributes each quarter through schoolwide activities and classroom discussions designed to strengthen students' sense of belonging and self-worth. All classrooms will prominently display the IB Learner Profile and incorporate its language into daily instruction, classroom management, goal setting, and student recognition.

Rationale:

By consistently embedding the learner profile into the school culture, students will develop stronger connections to their teachers, peers, and the school community, resulting in increased student connectedness and more positive relationships with adults on campus.

Tier of Evidence-based Intervention:

Tier 3 – Promising 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

Person Monitoring:

Emma Sandifer

By When/Frequency:

On going throughout school year, quarterly

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

Prior to the start of the school year, incoming sixth-grade students will participate in Seahawk Camp, where they will engage in activities designed to build relationships, develop a sense of belonging, and familiarize themselves with the expectations and culture of Safety Harbor Middle School. The IB Learner Profile will be introduced during Seahawk Camp as the foundation for creating a community of well-rounded learners.

During the first two days of school, all students will participate in a 30-minute IB Learner Profile lesson developed by the IB Coordinator and delivered by classroom teachers. School leadership and the IB Coordinator will monitor implementation and gather feedback to ensure the activity effectively promotes student connectedness, positive relationships, and understanding of the learner profile attributes.

Throughout the school year, leadership and staff will consistently model and reinforce the IB Learner Profile through classroom instruction, schoolwide activities, and daily interactions with students.

Teachers will display the IB Learner Profile in their classrooms and integrate its language into instruction, classroom management, goal setting, and student recognition. The IB Coordinator will provide ongoing professional learning to support staff implementation of the learner profile and PBIS Rewards system.

To increase student engagement and belonging, the Behavior Team will survey students regarding preferred incentives and recognition opportunities and use the results to develop meaningful PBIS rewards and activities that celebrate positive behaviors and reinforce the attributes of the IB Learner Profile.

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 Safety Harbor Middle School Improvement Plan will be disseminated through multiple communication channels to ensure access for all stakeholders. The SIP will be reviewed with faculty and staff during pre-planning and throughout the school year during staff meetings, Professional Learning Communities (PLCs), and leadership team meetings. The plan will be shared with the School Advisory Council (SAC) for input and ongoing progress monitoring. Information regarding the SIP and school improvement goals will be communicated to families through the school website, newsletters, parent communication platforms, and school events. Progress toward SIP goals will be reviewed regularly with staff and stakeholders throughout the year to promote transparency, collaboration, and shared responsibility for student achievement.

<https://safetyharbor-ms.pcsb.org/>

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

Safety Harbor Middle School is committed to building strong partnerships with parents, families, and community stakeholders to support student success and fulfill the school's mission. The school actively promotes family engagement through Open House events, Curriculum Nights, parent-teacher

conferences, School Advisory Council (SAC) meetings, volunteer opportunities, and school-sponsored activities. Community partnerships are developed to provide additional resources, mentoring opportunities, and support services that enhance student learning and well-being. To support the needs of all students, school staff collaborate regularly with families to address academic, behavioral, attendance, and social-emotional concerns. Counselors, teachers, administrators, and student support personnel work together with families to develop strategies and interventions that promote student growth and success.

Parents are kept informed of their child's progress through the Focus Parent Portal, progress reports, report cards, teacher communications, conferences, emails, newsletters, and school communication platforms. The school website and social media channels are also used to share important information, celebrate achievements, and provide updates on school programs and improvement initiatives. Through ongoing communication and meaningful family engagement, Safety Harbor Middle School fosters a collaborative partnership that supports student achievement and positive school culture

<https://safetyharbor-ms.pcsb.org/resources>

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)).

At Safety Harbor IB World Middle School, we are committed to strengthening both instructional practices and student achievement through targeted professional development and robust monitoring systems. In 6th grade, students and staff will be organized into teams to foster increased collaboration, meaningful discussions, and reflective review of instructional practices. In grades 7 and 8, teachers will meet weekly in content-area Professional Learning Communities (PLCs) to focus on standards and benchmarks, collaborative lesson planning, and data analysis. Additionally, all teachers will participate in monthly department meetings to support vertical alignment, assessment development, and instructional coherence across grade levels. Administrative teams will monitor progress through daily classroom walkthroughs, active participation in PLCs, and regular review of student assessment data

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)).

The Title I Schoolwide Program Plan will be developed with input from school staff, families, and community members, ensuring that the use of Title I funds is guided by a comprehensive needs assessment. Opportunities for participation will be offered both in-person and online, followed by surveys to gather additional feedback on funding priorities.

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)).

Safety Harbor 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)).

Safety Harbor Middle School prepares students for postsecondary education and workforce

success by providing 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)).

Safety Harbor 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)).

Safety Harbor 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)).

Not applicable

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