

Pinellas County Schools

PINELLAS PARK MIDDLE SCHOOL



2026-27 Schoolwide Improvement Plan

Table of Contents

- SIP Authority 1
- I. School Information 2
 - A. School Mission and Vision 2
 - B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2
 - C. Demographic Data..... 5
 - D. Early Warning Systems 6
- II. Needs Assessment/Data Review 9
 - A. ESSA School, District, State Comparison 10
 - B. ESSA School-Level Data Review 11
 - C. ESSA Subgroup Data Review 12
 - D. Accountability Components by Subgroup..... 13
 - E. Grade Level Data Review 16
- III. Planning for Improvement..... 17
- IV. Positive Learning Environment 37
- V. Title I Requirements (optional)..... 40
- VI. ATSI, TSI and CSI Resource Review 44
- VII. Budget to Support Areas of Focus 45

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of Pinellas Park Middle School is to educate students for college, career, and a global society.

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

Kimberly Miller

millerkimb@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

Manage and oversee the operations of the school. Ensure a safe learning environment in which all stakeholders are involved. Administrator over ELA and Reading.

Leadership Team Member #2

Employee's Name

Rebecca Sullivan

sullivanre@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Administrator over Math, 6th grade Teaming Experience, English Language Learners, Parent Teacher Student Association, Curriculum and Instruction.

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

Suzanne Becker

beckers@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Administrator over Social Studies, Execeptional Student Education, Multi-tiered System of Support, Child Study Team, and assessments.

Leadership Team Member #4**Employee's Name**

Hilary Rubin

rubinh@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Administrator over Science, Cambridge Magnet Program, School Advisory Council, and Positive Behavior Rewards System.

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.

Data will be collected during PLC's and through surveys for parents and students. All stakeholders will have additional opportunities at SAC, PTSA, and Title 1 meetings to provide additional information. As the SIP is a working document, it will be reviewed and updated throughout the school year to meet the needs of all our stakeholders.

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)).

Each PLC will review current test results and classroom data as a measurement against the SIP. The SBLT will conduct a schoolwide review. Adjustments will be made based on student performance as indicated by the data.

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	90.9%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	CSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: 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										0
Absent 10% or more school days							69	53	60	182
One or more suspensions							10	18	14	42
Course failure in English Language Arts (ELA)							6	9	9	24
Course failure in Math							8	9	13	30
Level 1 on statewide ELA assessment							58	98	65	221
Level 1 on statewide Math assessment							60	53	57	170
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							50	61	58	169

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							2	7	3	12
Students retained two or more times						1	3	22		26

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							289	307	311	907
Absent 10% or more school days							70	68	76	214
One or more suspensions							18	39	47	104
Course failure in English Language Arts (ELA)							9	9	10	28
Course failure in Math							4	5	12	21
Level 1 on statewide ELA assessment							74	81	100	255
Level 1 on statewide Math assessment							66	57	73	196
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							43	75	86	204

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								3	5	8
Students retained two or more times							2	2		4

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*	46	63	62	45	60	58	43	55	53
Grade 3 ELA Achievement			19			27			21
ELA Learning Gains	53	60	61	52	59	59	52	58	56
ELA Lowest 25th Percentile	55	51	53	51	52	52	55	53	50
Math Achievement*	58	65	65	54	65	63	54	61	60
Math Learning Gains	56	57	62	54	60	62	61	61	62
Math Lowest 25th Percentile	57	52	57	58	59	57	56	59	60
Science Achievement	43	60	57	48	59	54	42	52	51
Social Studies Achievement*	69	81	77	71	79	73	68	75	70
Graduation Rate									
Middle School Acceleration	85	84	82	79	84	77	80	80	74
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					49	53		44	49

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

[†] District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	58%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	522
Total Components for the FPPI	9
Percent Tested	97%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
58%	56%	56%	54%	47%	41%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	33%	Yes	7	
English Language Learners	52%	No		
Asian Students	72%	No		
Black/African American Students	48%	No		
Hispanic Students	58%	No		
Multiracial Students	60%	No		
White Students	56%	No		
Economically Disadvantaged Students	54%	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	46%		53%	55%	58%	56%	57%	43%	69%	85%			
Students With Disabilities	14%		39%	44%	23%	45%	43%	14%	43%				
English Language Learners	33%		47%	51%	61%	60%	59%	21%	50%	89%			
Asian Students	63%		63%	65%	80%	59%		69%	81%	96%			
Black/African American Students	32%		47%	57%	41%	52%	45%	25%	61%	71%			
Hispanic Students	46%		54%	53%	62%	60%	62%	38%	65%	79%			
Multiracial Students	47%		61%		59%	53%	75%	21%	67%	100%			
White Students	48%		51%	49%	54%	52%	55%	47%	70%	81%			
Economically Disadvantaged Students	40%		51%	57%	52%	53%	54%	36%	69%	78%			

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	45%		52%	51%	54%	54%	58%	48%	71%	79%			44%
Students With Disabilities	9%		33%	44%	25%	38%	44%	17%	36%	50%			18%
English Language Learners	36%		55%	50%	49%	57%	57%	43%	65%	79%			44%
Asian Students	68%		72%	65%	81%	72%	80%	68%	97%	88%			47%
Black/African American Students	32%		46%	42%	38%	57%	61%	24%	43%	69%			
Hispanic Students	42%		51%	52%	52%	52%	59%	50%	72%	83%			44%
Multiracial Students	33%		44%	67%	45%	42%	53%	40%	80%				
White Students	46%		51%	51%	55%	50%	53%	48%	73%	73%			50%
Economically Disadvantaged Students	42%		52%	51%	52%	54%	61%	42%	69%	75%			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	43%		52%	55%	54%	61%	56%	42%	68%	80%			45%
Students With Disabilities	10%		48%	56%	20%	54%	60%	17%	43%	58%			7%
English Language Learners	34%		55%	50%	52%	61%	62%	33%	61%	76%			45%
Asian Students	64%		63%	58%	74%	67%	79%	49%	80%	84%			50%
Black/African American Students	28%		51%	54%	29%	52%	53%	23%	56%	81%			
Hispanic Students	40%		50%	56%	58%	63%	52%	48%	67%	79%			38%
Multiracial Students	41%		42%	45%	55%	58%	57%	44%	41%	69%			
White Students	44%		52%	56%	56%	60%	55%	43%	72%	81%			60%
Economically Disadvantaged Students	39%		51%	55%	51%	59%	56%	39%	66%	80%			45%

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	40%	64%	-24%	62%	-22%
ELA	7	45%	63%	-18%	62%	-17%
ELA	8	50%	62%	-12%	60%	-10%
Math	6	58%	63%	-5%	60%	-2%
Math	7	9%	24%	-15%	53%	-44%
Math	8	49%	62%	-13%	61%	-12%
Science	8	44%	59%	-15%	52%	-8%
Civics	7	88%	89%	-1%	77%	11%
Civics	8	53%	59%	-6%	75%	-22%
Algebra	7	100%	97%	3%	96%	4%
Algebra	8	72%	81%	-9%	84%	-12%
Geometry	8	100%	97%	3%	95%	5%
Algebra	6	* data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

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

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

Most Improvement

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

ELA: ELA 8 showed the most improvement. New actions in this area include access and use of the Gold Doc, consistent adherence to the pacing guide, and attendance at ELA Module Rollouts, monitoring for action, and lesson practice (41.9% to 51.6% proficiency).

MATH: 8th grade Pre-Algebra showed the greatest improvement. Pre-Algebra teachers planned closely with the academic coach, monitored for action and used district provided resources (1.5% to 35.5% proficiency).

Lowest Performance

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

ELA: 6th grade ELA showed the lowest proficiency performance at 41% down from 43% the prior year. Several factors play a role, including limited teacher experience and content knowledge and insufficient depth of understanding of benchmarks.

MATH: 7th grade regular followed by pre-algebra based on proficiency and gains. Some factors contributing are lack of common planning and collaboration for all 7th grade reg. and pre-algebra teachers and need for growth in content delivery and monitoring for action.

Greatest Decline

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

The data that showed the greatest decline was the Science data which is down 5 points this year (48%-43%). Some factors contributing are lack of collaboration for all 8th grade Science teachers. Attendance issues for select teachers, need for more behavior management for select teachers as well as lack of high expectations, and need to increase rigor and engagement in content.

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 ELA data has the greatest gap when compared to the state average. We are currently sitting at 15% below the state average at 46%, while the state is at 61%. The factors that help contribute to this gap are limited teacher experience and content knowledge, insufficient depth of understanding of benchmarks, and inconsistent monitoring for action throughout the department.

EWS Areas of Concern

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

ELA: Potential areas of concern are Level 2.1 and 2.2 students as well as students within level 1 that are making no movement.

Math: Potential areas of concern are 7th grade regular and pre-algebra students.

Increase achievement in ELA, Math, and Science for our African American and ESE students.

Highest Priorities

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

- Collaborative Planning
- Explicit Instruction
- Aligned Tasks
- Monitoring to Take Action
- Formative Assessments
- Small Group Instruction

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.

1. Ensure whole group and small group instruction in ELA (reading and writing) is designed and implemented according to evidence-based principles
2. Create a student-centered classroom environment that leads to deep learning by increasing relevancy, agency, and authentic engagement.
3. Create a coherent system of support for striving readers by equipping intensive reading teachers with the knowledge, skills, and collaborative structures needed to help students master the strands of the reading rope, and ultimately, comprehension of grade-level texts.

Measurable Outcome

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

In 2025-2026 our ELA proficiency was 46%, learning gains 53%, and lowest 25 learning gains was 55%. The goal for the 2026-2027 school year is to increase proficiency to 55% and increase learning gains and L25 learning gains to 65%.

Monitoring

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

This area will be monitored through weekly walk throughs, side by side coaching and attendance, facilitation, and participation in weekly planning and PLCs.

Person responsible for monitoring outcome

Kim Miller

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:

1. Ensure whole group and small group instruction in ELA (reading and writing) is designed and implemented according to evidence-based principles including explicit and systematic instruction, scaffolded instruction, corrective feedback, and differentiated instruction.

Rationale:

Decades of research clearly demonstrate that for novices (comprising virtually all students), direct, explicit instruction is more effective and more efficient than partial guidance. Teachers are more effective when providing explicit guidance with practice and feedback rather than requiring student discovery while learning new skills/concepts. Differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction. Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile. : (1) content—what the student needs to learn or how the student will get access to the information; (2) process—activities in which the student engages in order to make sense of or master the content; (3) products—culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and (4) learning environment—the way the classroom works and feels.

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Description of Intervention #2:

2. Create a student-centered classroom environment that leads to deep learning by increasing relevancy, agency, and authentic engagement through collaborative learning, positive relationships, learning intentions, and relevancy through assessment and feedback.

Rationale:

Students thrive in classrooms that promote curiosity, improvement, and risk-taking. By tapping into students' curiosities, relevance is created which results in not only higher levels of student engagement, but deeper and long-lasting learning. Learning becomes more meaningful when students not only know what they are learning, but why they are learning it. All students deserve to feel heard and valued in the classroom. Productive classrooms may buzz with conversation. When students contribute to the collective classroom experience, it motivates and engages them by creating a sense of belonging as well as the satisfaction of being appreciated for their thoughts and ideas. They are a valuable member of the classroom learning experience. Establishing clear expectations at the start of each lesson and providing timely, positive feedback during stretches of independent practice will ensure students build agency and confidence when tackling complex texts and tasks on their own. This work will directly and positively impact the middle school student experience.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

3. Create a coherent system of support for striving readers by equipping intensive reading teachers with the knowledge, skills, and collaborative structures needed to help students master the strands of the reading rope, and ultimately, comprehension of grade-level texts. This system of support includes collaborative professional learning, high-impact instructional routines including advanced decoding, determining the meaning of Tier 2 words in context, close reading, repeated reading, and reciprocal reading and data-driven instruction aligned to specific reading strands (e.g., decoding, fluency, vocabulary, comprehension)

Rationale:

Professional learning is most effective when it is ongoing, collaborative, and directly connected to classroom practice. Research demonstrates that teachers who engage in collaborative professional development with opportunities for modeling, practice, and reflection implement new learning at significantly higher rates. Striving readers require targeted, explicit instruction across multiple strands of reading. The framework often referred to as Scarborough's Reading Rope highlights the interconnected nature of skills such as word recognition and language comprehension. When teachers deeply understand these strands and how to address gaps through intentional instruction, student outcomes improve. Job-embedded professional learning such as demonstration lessons, co-teaching, and feedback cycles allows teachers to immediately apply new strategies. This ongoing cycle of learning, implementation, and reflection is essential for refining instruction and accelerating progress for striving readers.

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

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

Action Step #1

Instructional Delivery

Person Monitoring:

Kim Miller

By When/Frequency:

Daily

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

- Deliver explicit, step-by-step instruction—in multiple, briskly paced cycles. related to student interests & cultural backgrounds; opportunities for students to ask their own questions, set their own goals, and make their own choices.
- Ensure instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs, English Language supports, as well as extensions for students above benchmark. These supports include access to grade-level text and beyond as well as small group instruction based on data (e.g., Pop-Up Small Groups).
- Utilize the ELA Walkthrough tool and other ELA tools to provide weekly feedback to individual ELA teachers as well as communicate and highlight evidence-based practices that are impacting student achievement with the entire staff.
- Strengthen student inquiry skills through the implementation and monitoring of routine use of higher-

level thinking through questioning, writing tasks, and class discussions.

• Implement a plan for identifying students not meeting benchmarks, including targeted instruction, and frequently monitoring progress to ameliorate gaps early.

Action Step #2

Student Engagement/Agency

Person Monitoring:

Kim Miller

By When/Frequency:

Daily

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

- Cultivate a trusting and motivating classroom culture where curiosity, improvement, & risk-taking are valued.
- Use materials and assign tasks that are interesting to students and seem relevant to students.
- Plan daily lessons with "teacher clarity" in mind: What are students learning? (A clear benchmark-aligned target), Why do students need/want to learn this (as a 6/7/8th grader)? What do students need to be able to do to show they have been successful (success criteria)? to prevent unnecessary frustration and increase motivation; enthusiastically share learning intentions from the start of each lesson.
- Employ instructional practices that result in students doing the work of the lesson.
- Prioritize engaging students in immense amounts of reading, discussion, and writing with feedback ensuring ample time is given to students to read and write appropriate grade-level text (while applying foundational skills) with high-quality feedback and opportunities to use that feedback.

Action Step #3

Reading Teachers System of Support

Person Monitoring:

Kim Miller

By When/Frequency:

Weekly

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

- Create regular opportunities for intensive reading teachers to:
 - Analyze student data
 - Plan targeted, high-quality instruction
 - Collaborate, plan, and rehearse high-quality instruction with colleagues
 - Participate in Professional Development around Literacy Based Practices
 - Reflect on instructional practices
- Model and Practice High-Impact Instructional Strategies:
 - Incorporate step-by-step demonstrations of instructional routines (e.g., phonics instruction, fluency practice, vocabulary in context, comprehension routines, etc.).
 - Support teachers in using gradual release (I do, we do, you do) to ensure mastery.
 - Administrator serves role as knowledgeable other to provide coaching and feedback aligned to these practices.
- Use Data to Drive Instruction and Monitor Progress
 - Implement consistent progress monitoring tied to specific reading skills.
 - Support teachers in adjusting instruction based on student response

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 goal and area of focus is to monitor whole group or small group instruction to ensure instruction is designed and implemented according to evidence-based principles.

Measurable Outcome

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

In 2025-2026 our math proficiency was 58%, learning gains 56%, and lowest 25 learning gains was 57%. The goal for the 2026-2027 school year is to increase all areas to 65%.

Monitoring

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

This area will be monitored through weekly walk throughs and attendance, facilitation, and participation in weekly planning and PLCs.

Person responsible for monitoring outcome

Rebecca Sullivan

Evidence-based Intervention:

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

Description of Intervention #1:

The evidence-based interventions are posing purposeful questions, and Direct-Systemic Small Group instruction for Tier 2/Tier 3 instruction.

Rationale:

Questioning - Effective teaching of mathematics uses purposeful questions to assess and advance students' reasoning and sense making about important mathematical ideas and relationships. This in turn allows for meaningful discourse - Effective teaching of mathematics facilitates discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments.

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

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

Action Step #1

Direct-Systemic Small Group instruction for Tier 2/Tier 3 instruction.

Person Monitoring:

Rebecca Sullivan

By When/Frequency:

Weekly

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

Monitor fidelity of small group instruction and student response to small group instruction. Implement a plan for identifying students not meeting benchmarks early in the instructional units through frequent progress monitoring and provide additional opportunities for remediation / intervention through small groups.

Action Step #2

Posing purposeful questions

Person Monitoring:

Rebecca Sullivan

By When/Frequency:

Weekly

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

Employ instructional practices and routines that promote student-centered learning such as higher-order questioning, problem-solving routines, Play-Explore-Investigate (PEI) routine, Number Sense Making routines, and collaborative structures.

Area of Focus #3

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

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

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

Our current level of performance in 8th grade is 43% Science achievement, as measured by the Spring 2025 Grade 8 Statewide Science Assessment.

Our current level of performance in 7th grade is 44% , as evidenced on the Science Grade 7 Reg/Adv & Accelerated Final Exams.

Our current level of performance in 6th grade is 45%, as evidenced on the Science Grade 6 Reg/Adv & Accelerated Final Exams.

The existing concerns can be linked to insufficient development of complex literacy skills, and background knowledge. To address this gap, we should create opportunities for common planning, focus on backwards planning that both unpacks the standard and purposefully spiral standards to support learning in all grade levels.

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 in the 8th grade to increase from 43% to 55% as measured by the 8th grade Statewide Science Assessment in May 2027.

We expect our performance level in the 7th grade to increase from 44% to 55% as measured by the Science Grade 7 Reg/Adv & Accelerated Final Exams in May 2027.

We expect our performance level in the 6th grade to increase from 45% to 55% as measured 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.

The focus area will be continuously monitored using State-Wide Science Assessment, FAST PM 3 ELA, district midterm and final exam data, formative assessments, classroom observations and feedback, PLC and collaborative planning documents, and student formative data.

Person responsible for monitoring outcome

Hilary W. Rubin

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 engage in intentional, standards-based lesson planning to identify the critical content of each standard and develop a shared understanding of the depth, breadth, and rigor of the standards. This process will promote teacher clarity, ensuring consistent, standards-aligned instruction across all middle school science classrooms.

Rationale:

As teachers become more skilled in this strategy, they will see remarkable changes in students' abilities to process and understand new content because they are able to identify which content is critical and understand how learned content scaffolds in complexity. They will also understand the importance of focusing in on the specific content tied to middle school standards allowing them to focus their efforts on deeper levels of understanding rather than surface understanding of a broader range of concepts.

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Description of Intervention #2:

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

Rationale:

Explicit instructional practice for novices in learning new content, skill, or concept: 1) full, clear explanations, 2) teacher modeling, 3) Provide a "worked-out" sample with full teacher explanation, 4) Full guidance during student practice, 5) Teacher corrective feedback. Decades of research clearly demonstrate that for novices (comprising virtually all students), direct, explicit instruction is more effective and more efficient than partial guidance. Teachers are more effective when providing explicit guidance with practice and feedback rather than requiring student discovery while learning new skills/concepts. A review of 70 studies indicates that failure to provide strong instructional support produced measurable loss of learning: minimal guidance can increase the achievement gap. Differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction. Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile: (1) content—what the student needs to learn or how the student will get access to the information; (2) process—activities in which the student engages in order to make sense of or master the content; (3) products—culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and (4) learning environment—the way the classroom works and feels. The most important factor in differentiation that helps students achieve more and feel more engaged in school is being sure that what teachers differentiate is high-quality curriculum and instruction. For example, teachers can make sure that: (1) curriculum is clearly focused on the information and understandings that are most valued by an expert in a particular discipline; (2) lessons, activities, and products are designed to ensure that students grapple with, use, and come to understand those essentials; (3) materials and tasks are interesting to students and seem relevant to them; (4) learning is active; and (5) there is joy and satisfaction in learning for each student.

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Description of Intervention #3:

Strengthen student performance on Science standards by equipping teachers to use explicit, structured writing instruction so that students consistently use writing to make their thinking visible, deepen understanding, and engage in rigorous, standards-aligned tasks.

Rationale:

The approach outlined in The Writing Revolution emphasizes that writing instruction must be explicit,

structured, and cumulative in order for students to successfully express complex thinking. When students are expected to write without direct instruction, their responses often mask gaps in understanding. In contrast, structured writing tasks make student thinking visible, allowing teachers to immediately identify misconceptions and respond with targeted support. Writing also makes learning sticky. When students write about what they read, discuss, and learn, they must process, organize, and articulate their thinking. This cognitive effort strengthens comprehension, reinforces vocabulary, and improves retention of content—key factors in obtaining mastery on the FSASS standards. Additionally, writing serves as a tool to stretch thinking. Carefully designed prompts that require explanation, evidence, and reasoning push students beyond surface-level responses and into deeper analysis aligned to grade-level standards. Sentence-level work (e.g., combining, expanding, using transitions) builds the foundation students need to produce clear, coherent extended responses on assessments. Research supports that students benefit most when instruction is broken into manageable steps and paired with modeling and guided practice. These approaches reduce cognitive overload and allow students to master discrete skills before applying them independently.

Tier of Evidence-based Intervention:

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

Deepen understanding of the depth and breadth of the FSASS Standards through explicit and intentional lesson planning.

Person Monitoring:

Hilary W. Rubin

By When/Frequency:

Weekly and Monthly

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

- Use state and district resources (such as the FSASS Standards, PCS Red/Green Documents, PCS Course Outlines, and the FLDOE Test Specifications Guide) to synthesize the standards, benchmark clarifications, content limits, and appendices, ensuring a comprehensive understanding of the expected outcomes and the full depth and rigor of each standard.
- Purposefully spiral standards to support learning so that a new learning concept is spotlighted and supporting spiraled standards are utilized to extend practice and enhance instruction to deepen understanding by though common threads of conceptual understanding.
- During collaborative planning, teachers will synthesize the benchmarks, benchmark clarifications, and content limits while engaging in standards articulation to deepen their understanding of the expected outcomes, connect prior knowledge and future learning, and support students' holistic understanding of the Big Ideas in science.
- 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.

Action Step #2

Implement standards-aligned whole group and small group science instruction using district curricular materials to ensure rigorous, evidence-based learning experiences that meet the needs of all students.

Person Monitoring:

Hilary W. Rubin

By When/Frequency:

Daily

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

- Deliver explicit, step-by-step instruction—in multiple, briskly paced cycles. related to student interests & cultural backgrounds; opportunities for students to ask their own questions and explore possible explanations to their questions.
- 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.
- Integrate writing-to-learn strategies through the use of science notebooks, where students can record their thinking using sentence stems, written explanations, and/or diagrams—to clearly explain scientific thinking.
- Provide support and feedback focused on explicit, systematic and sequential approaches to understanding the concept; this may sometime include a model of instruction that consists of a gradual release of responsibility.
- Ensure instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs, English Language supports, as well as extensions for students above benchmark. These supports should include access to grade-level text and beyond level which is still tied to the grade level standards as well as small group instruction based on data.
- 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.
- 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 are impacting student achievement with the entire staff.
- Employ instructional practices that result in students doing the work of the lesson.
- Employ instructional practices to motivate and deepen student engagement including, but not limited to: positive expectations for success; novel tasks or other approaches to stimulate curiosity; developing a compelling introduction for each lesson: engaging students through real world phenomena to help students see the relevance of the day's lesson; exploration via meaningful tasks related to student interests, explanation through thought-provoking challenges, grade level text, and direct instruction; elaboration opportunities for students to ask their own questions, set their own goals, and make their own choices.
- Strengthen student inquiry skills through the implementation and monitoring of routine use of higher-level thinking through questioning, writing tasks, hands on practice through investigations and lab work, and class discussions.
- Implement a plan for identifying students not meeting benchmarks, including targeted instruction, and frequently monitoring progress to ameliorate gaps early.
- 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).
- Use students' writing to assess understanding, identify misconceptions and guide instruction.

Action Step #3

Implement explicit, structured writing instruction in science that provides students with regular opportunities to communicate their thinking, deepen their understanding of scientific concepts, and engage in rigorous, standards-aligned writing tasks.

Person Monitoring:**By When/Frequency:**

Hilary W. Rubin

Daily

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

- Build teacher expertise in writing for implementation with the Science standards.
- Provide professional development on key strategies from The Writing Revolution (e.g., sentence combining, sentence expansion, note-taking, outlining).
- Make thinking visible through writing.
- Establish daily opportunities for students to write in response to reading and instruction.
- Use writing tasks to check for understanding and reveal student thinking in real time.
- Incorporate short, frequent writing tasks (e.g., sentence responses, quick-writes) tied to lesson objectives.
- Model and practice High-Impact Writing Strategies.
- Provide step-by-step demonstrations of constructing responses (from sentence to paragraph).
- Support teachers in using gradual release (I do, we do, you do) in writing instruction.
- Design writing tasks that stretch thinking.
- Develop prompts that require students to explain, justify, and analyze using text evidence.
- Ensure tasks move beyond recall to deeper levels of thinking aligned to standards.
- Scaffold tasks so all students can access rigorous expectations (e.g., provide sentence frames, outlines, and exemplars aligned to benchmark expectations).
- Gradually remove supports as students gain independence and proficiency.
- Analyze Student Writing to Drive Instruction (e.g., engage teachers in examining student work to identify strengths and gaps; use data from writing to adjust instruction and target specific skills)

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.

In the 2026-27 school year, the Civics team will focus on improving the proficiency rate on the Civics EOC from 69 to 76% . As the state tested course in middle school social studies, the Civics EOC contributes to the school grade. Our school will always strive to hold students to the highest academic standards and support that with sound educational decisions.

In the 2026-27 school year, the History team will focus 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. In the 2026-27 school year, the History team will focus on improving the student average on the U.S. History final exam from 47 to 55%. The World History final exam from 35 to 47%, and the Pre-AP final exam from 40 to 50%.

Measurable Outcome

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

In the 2026-27 school year, the Civics team will focus on improving the proficiency rate on the Civics EOC from 69 to 76% . As the state tested course in middle school social studies, the Civics EOC contributes to the school grade. Our school will always strive to hold students to the highest academic standards and support that with sound educational decisions.

In the 2026-27 school year, the History team will focus 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. In the 2026-27 school year, the History team will focus on improving the student average on the U.S. History final exam from 47 to 55%. The World History final exam from 35 to 47%, and the Pre-AP final exam from 40 to 50%.

Monitoring

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

Progress in the Civics classrooms will be monitored through district-developed unit and cycle assessments as well as daily formative assessment of student progress as planned, implemented, and analyzed by the classroom teachers.

Progress monitoring in the History classrooms occurs daily in formative assessments, twice per quarter on the district-developed learning checkpoints, as well as student progress in their Progress Monitoring FAST reading assessments. Writing will be monitored through the use of *The Writing Revolution* strategies and the quarterly DBQ/DBQ Online writing assessments.

Person responsible for monitoring outcome

Suzanne Becker

Evidence-based Intervention:

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

Description of Intervention #1:

Deepen understanding of the Florida's NGSSS Social Studies standards and benchmarks as a non-negotiable for improving student outcomes as evidenced by the End of Course assessment and final exams: Identify Critical Content Teacher clarity

Rationale:

Identifying the critical content in student benchmarks keeps lesson planning focused on the most essential knowledge and skills students are expected to learn, ensuring instructional time is spent on concepts that drive mastery and assessment success. Clear identification of critical content also

supports alignment between instruction, activities, and assessment. Ultimately, it promotes coherence, equity, and clarity in teaching and learning.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Advance student thinking through writing about reading so that students will make their thinking visible, deepen their understanding of critical content, and engage in rigorous, standards-aligned tasks: Cognitive Engagement with Content – The Writing Revolution and Document Based Questions Scaffolding and differentiated instruction with corrective feedback

Rationale:

Writing about reading supports learning because it requires students to process, organize, and explain what they have read. Writing pushes students beyond recall to analyze ideas, make connections, and use evidence to support their thinking. It also helps teachers see student understanding and misconceptions in real time. As a result, writing about reading deepens comprehension and improves long term retention of content.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

CIVICS

Person Monitoring:

Suzanne Becker

By When/Frequency:

Weekly PLCs, Common Assessments

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

- Provide professional learning on identifying critical content, the aspects of teacher clarity and the components of successful lesson delivery.
- During collaborative planning, teachers and administrators use state and district-developed resources (curriculum guides, Civics Instructional Guide, Civics Teachers' Guide) to clearly identify benchmarks and clarifications that define the full expectations of the standards.
- During collaborative planning, learning objectives, success criteria, and checks for understanding are determined and implementation is discussed.
- Use district curriculum, to provide all students with consistent opportunities to engage in in complex, grade-level content, knowledge-building, and tasks aligned to the rigor of the standard/benchmark.
- 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.
- Teachers and administrators engage in Just-in-Time professional development (Data Response Team – Da.R.T. for Civics teachers and Facilitated Planning for all teachers) to analyze formative assessment results, identify benchmarks in need of remediation, students in need of additional

support, and plan for future instruction.

Action Step #2

US HISTORY, WORLD HISTORY PRE-AP

Person Monitoring:

Suzanne Becker

By When/Frequency:

Weekly PLCs, Common Assessments

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.

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.

Strengthen Collaborative Planning and Instructional Capacity to Improve Academic Outcomes for Black Students.

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 outcome goals for this year for our black students.

ELA Proficiency from 32% to 40%

ELA Learning Gains from 46% to 54%

ELA L25 Learning Gains from 56% to 60%

Math Proficiency from 41% to 49%

Math Learning Gains from 51% to 59%
 Math L25 Learning Gains from 45%-53%

Monitoring

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

This area will be monitored through weekly walk throughs. Additional monitoring will take place by attending, facilitating, and participating in weekly core class planning and PLCs.

Person responsible for monitoring outcome

Kim Miller, Suzanne Becker, Hilary Rubin, and Rebecca Sullivan

Evidence-based Intervention:

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

Description of Intervention #1:

The evidence-based strategy used will be Professional Learning Communities and planning that include Data-Based Decision Making.

Rationale:

Research indicates that student achievement improves when educators engage in collaborative planning, analyze student data, share effective instructional practices, and collectively monitor student progress. Schools with strong PLC structures are more effective at identifying student needs, adjusting instruction, and ensuring equitable access to rigorous learning opportunities.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

PLC and planning using data-based decision making for our black students.

Person Monitoring:

Kim Miller, Suzanne Becker, Hilary Rubin,
 Rebecca Sullivan

By When/Frequency:

Weekly

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

Conduct data reviews after each progress monitoring window focused on Black student achievement, learning gains, attendance, discipline, and advanced coursework participation. Utilize Professional Learning Communities (PLCs) to analyze student work, benchmark data, and formative assessments to plan targeted interventions and enrichment opportunities for Black students.

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.

In 2025-2026 our ELA proficiency was 14%, learning gains 40%, and lowest 25 learning gains was 44%. The goal for the 2026-2027 school year is to increase proficiency to 24% and increase learning gains to 50% and 54% for the L25.

In 2025-2026 our math proficiency was 24%, learning gains 44%, and lowest 25 learning gains was 42%. The goal for the 2026-2027 school year is to increase proficiency to 34% and increase learning gains to 54% and 52% for the L25.

Ensure students requiring Exceptional Student Education (ESE) services achieve mastery of meaningful and measurable Individualized Education Plan (IEP) goals while accessing grade-level benchmarks within their Least Restrictive Environment (LRE) through inclusive practices, specially designed instruction (SDI), collaborative planning, and data-driven decision-making aligned to the district's Teaching and Learning Pillars.

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 outcome goals for this year for our ESE Students:

ELA Proficiency from 14% to 24%

ELA Learning Gains from 40% to 50%

ELA L25 Learning Gains from 44% to 54%

Math Proficiency from 24% to 34%

Math Learning Gains from 44% to 54%

Math L25 Learning Gains from 42%-52%

Monitoring

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

*Scheduling reports, LRE data will lead to Increased access to inclusive settings.

*Lesson plans, PLC documentation, walkthroughs will lead to Improved alignment between SDI and

standards.

*Meeting agendas, intervention documentation will lead to Improved student progress toward IEP goals.

*Walkthrough data, fidelity checklists will lead to Improved fidelity of SDI implementation.

*PD logs and coaching documentation will lead to Increased teacher capacity and inclusive practices.

*Progress monitoring reports and data graphs will lead to Increased percentage of students meeting IEP goals.

Person responsible for monitoring outcome

Suzanne Becker

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:

Ensure whole group and small group instruction in ELA (reading and writing) is designed and implemented according to evidence-based principles including explicit and systematic instruction, scaffolded instruction, corrective feedback, and differentiated instruction.

Rationale:

Decades of research clearly demonstrate that for novices (comprising virtually all students), direct, explicit instruction is more effective and more efficient than partial guidance. Teachers are more effective when providing explicit guidance with practice and feedback rather than requiring student discovery while learning new skills/concepts. Differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction. Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile. : (1) content—what the student needs to learn or how the student will get access to the information; (2) process—activities in which the student engages in order to make sense of or master the content; (3) products—culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and (4) learning environment—the way the classroom works and feels.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

The evidence-based interventions are posing purposeful questions, and Direct-Systemic Small Group instruction for Tier 2/Tier 3 instruction.

Rationale:

Questioning - Effective teaching of mathematics uses purposeful questions to assess and advance students' reasoning and sense making about important mathematical ideas and relationships. This in

turn allows for meaningful discourse - Effective teaching or mathematics facilitates discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

ESE Action Steps

Person Monitoring:

Suzanne Becker

By When/Frequency:

weekly, monthly, quarterly

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

- *Utilize the Inclusive Scheduling Data Dashboard to review schedules and access to core instruction.
- *Design and implement SDI aligned to IEP goals and grade-level benchmarks.
- *Facilitate collaboration meetings and student data chats to review progress.
- *Conduct walkthroughs and learning walks to monitor accommodations and inclusive practices.
- *Provide PD and coaching cycles on High-Leverage Practices and SDI implementation.
- *Collect and analyze IEP goal progress monitoring data using digital systems.

Action Step #2

ELA Specific

Person Monitoring:

Suzanne Becker

By When/Frequency:

weekly

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

- Deliver explicit, step-by-step instruction—in multiple, briskly paced cycles. related to student interests & cultural backgrounds; opportunities for students to ask their own questions, set their own goals, and make their own choices.
- Ensure instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs, English Language supports, as well as extensions for students above benchmark. These supports include access to grade-level text and beyond as well as small group instruction based on data (e.g., Pop-Up Small Groups).
- Utilize the ELA Walkthrough tool and other ELA tools to provide weekly feedback to individual ELA teachers as well as communicate and highlight evidence-based practices that are impacting student achievement with the entire staff.
- Strengthen student inquiry skills through the implementation and monitoring of routine use of higher-level thinking through questioning, writing tasks, and class discussions.
- Implement a plan for identifying students not meeting benchmarks, including targeted instruction, and frequently monitoring progress to ameliorate gaps early.

Action Step #3

Math Specific

Person Monitoring:

By When/Frequency:

Suzanne Becker

weekly

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

Monitor fidelity of small group instruction and student response to small group instruction. Implement a plan for identifying students not meeting benchmarks early in the instructional units through frequent progress monitoring and provide additional opportunities for remediation / intervention through small groups.

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.

The school will cultivate a positive, inclusive culture that fosters a strong sense of belonging and shared purpose among students and staff. Through the implementation of a comprehensive PBIS framework, including a structured student recognition and reward system with weekly, quarterly, and semester celebrations, the school will promote positive behaviors, increase student engagement, and strengthen connectedness to the school community. By intentionally recognizing student success and reinforcing shared expectations, the school will create an environment that supports student well-being, academic achievement, and a thriving school culture.

Measurable Outcome

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

By aligning PBIS expectations with attendance, academic achievement, and positive behavior through participation in student celebrations, the school will foster student engagement, reinforce positive choices, and promote a school culture that supports improved behavior and success across all grade levels.

Monitoring

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

Progress will be monitored through the ongoing analysis of attendance, discipline referrals, PBIS data, and academic achievement. Bi-weekly MTSS meetings will be conducted to review student data, evaluate the effectiveness of interventions, and make data-informed decisions to support continuous student growth.

Person responsible for monitoring outcome

Hilary W. Rubin

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:

Conduct systematic, data-driven reviews of available student performance, attendance, behavior, and intervention data during bi-weekly MTSS meetings. The team will analyze trends, identify student needs, monitor the effectiveness of current supports, and make timely adjustments to interventions to ensure students receive targeted, evidence-based support aligned to their academic, behavioral, and social-emotional needs.

Rationale:

Regular review and analysis of student data during bi-weekly MTSS meetings provides a structured process for identifying trends, determining areas of need, and ensuring that interventions are responsive to student performance. A data-driven approach allows the MTSS team to make informed decisions, adjust supports based on student progress, and ensure that resources are strategically allocated to improve academic achievement, attendance, behavior, and overall student success.

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

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

Action Step #1

Conduct MTSS Meetings

Person Monitoring:

Hilary W. Rubin

By When/Frequency:

Bi-Weekly

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

The administration team, each grade-level school counselor, and conduct bi-weekly MTSS meetings to systematically review and analyze student data, including academic performance, attendance, behavior, and intervention progress. The team will use data-informed decision-making to identify student needs, monitor the effectiveness of supports, and adjust interventions to ensure students receive timely, targeted assistance that promotes continuous growth and success.

Action Step #2

Continue to implement our PBIS school-wide system

Person Monitoring:

Hilary W. Rubin

By When/Frequency:

Weekly, Quarterly, and Yearly

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

Implement a consistent PBIS recognition system that reinforces positive student behavior through regular acknowledgment and meaningful incentives. Students will earn Thunderbucks for demonstrating expected behaviors, which can be redeemed during the bi-weekly Thunderdome PBIS store. Additionally, weekly, quarterly, and yearly PBIS events will provide opportunities to celebrate student success, strengthen school connectedness, and promote a positive culture of belonging and shared purpose across all grade levels.

Action Step #3

Create a consistent School-based PBIS Team

Person Monitoring:

Hilary W. Rubin

By When/Frequency:

Monthly

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

Establish and maintain a consistent School-Based PBIS Team to provide ongoing leadership, teacher support, and implementation monitoring. The team will collaborate to review PBIS data, strengthen staff understanding of expectations and procedures, ensure consistent application of PBIS practices across all classrooms and settings, and identify opportunities to enhance student recognition and positive behavior supports schoolwide.

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.

SIP and SWP are available on the website- <https://www.pcsb.org/pp-ms> • They are both located in the front office. • They are shared with families through PTSA and SAC • They are also shared with families at the Title I Annual Meeting • Social Media posts

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)).

<https://www.pcsb.org/pp-ms>

PPMS will continue 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 by offering family engagement activities at various times as well as days. In addition, we will try to schedule some of these activities before or directly after award ceremonies, school events or sports events in order to maximize participation.- offering transition to middle school events for upcoming 6th graders/new to PPMS families- providing PTSA a designated space to promote and meet at the school during family engagement activities- providing a designated space for HEAT to promote their services to families in need- providing a space for YMCA and YReads to promote their free program to families- allowing feedback to drive the future engagement activities, implementation, expectations and decision making.

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)).

- Pinellas Park Middle School offers ELP before school daily as well as after school ELP by subject area to support students academically
- Provide a variety of opportunities for clubs such as STEM and Civics Club
- Provides targeted learning time daily based on student interest
- Provide Common Planning time for teachers to increase cross curricular planning as well as common planning to support the SIP goals and our six instructional commitments-collaborative planning, explicit instruction, aligned tasks, monitoring to take action, formative assessments, and small group instruction.
- Teaming in 6th grade core academic areas

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)).

Pinellas Park Middle School collaborates with Title II, Title III, IDEA and community partners. ESOL (Title III)-PPMS will ensure the unique needs of ESOL students are being met by the following strategies: Ensuring high-quality, standards-based and culturally responsive educational programs for ESOL students and families, providing professional development for all educators working with ESOL students and providing information to families in their native language to the extent possible. IDEA (ESE)-PPMS will conduct meetings with parents and our ESE team to discuss policies and procedures for ESE students, as well as, the specific learning needs and expectations for ESE students. Title II (Professional Learning dept.)-PPMS will take advantage of any support provided by the district in regards professional learning.

Community Partners-PPMS receives support from community partners in the following ways:

- Counselors provide community resources to families
- Counselors share Clothes to Kids with families when families are struggling.
- Social Worker shares a variety of community resources with families and refers them to the HEAT program for homeless services
- Pack a Snack program is available to students in need

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)).

- School Counselors work with student and families to ensure that they are being emotionally and socially supported as well as communicating a variety of community resources to families as needed.
- School Social Worker and Psychologist counsel students
- Counselors and staff members mentor students for Take Stock in Children
- Staff members mentor students that struggle academically
- Resiliency lessons delivered every quarter school wide

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)).

- Students are scheduled into advanced courses to ensure they are able to earn as many high school credits as possible
- School Counselors teach Naviance lessons to all students to learn about a variety of careers and technical education programs as well as high school options for their specific interests

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)).

MTSS team meets weekly to review student behavior data and steps to address those behaviors.

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)).

- Teachers participate in weekly PLC's and common planning as well as meeting with academic coaches to consistently learn new strategies.
- Teachers participate in data chats on a regular basis with administration and academic coaches. This allows them to plan for future lessons and review what teaching strategies have been effective versus not effective. It also allows academic coaches to determine who needs assistance through the use of a coaching cycle
- New teacher mentor program and monthly meetings

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)).

N/A

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.

The school and district routinely review data, staffing, and instructional resources to ensure ESE students receive targeted supports aligned to their academic and behavioral needs, with adjustments made based on ongoing progress monitoring.

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).

The specific resources we have to help address the needs are our ESE support facilitators, ESE teachers, paraprofessionals, differentiated instructional materials, and targeted professional learning for teachers. The teachers and paraprofessionals have been placed intentionally based on student need and specific accommodations. The teachers have common planning with the core content teachers. The resources support included access to grade level standards, individualized instruction, and improved academic outcomes for ESE students while ensuring compliance with each student's IEPs.

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