

Pinellas County Schools

# PALM HARBOR 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 ..... 33

V. Title I Requirements (optional)..... 35

VI. ATSI, TSI and CSI Resource Review ..... 38

VII. Budget to Support Areas of Focus ..... 39

## 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

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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)

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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

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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

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Educate and Prepare Each Student for College, Career, and Life

### Provide the school's vision statement

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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

Peggy Dupee

dupeep@pcsb.org

##### Position Title

Principal

##### Job Duties and Responsibilities

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Manage and oversee the operations of the school. Ensure a safe learning environment in which all stakeholders are involved. Manage the Science, Foreign Language, AVID, and Gifted programs.

#### Leadership Team Member #2

##### Employee's Name

Michelle Lampert

lampertm@pcsb.org

##### Position Title

Assistant Principal

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**Job Duties and Responsibilities**

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Oversees the operations of the school. Manages Social Studies, testing, CTAE, Art, and the Medical Academy.

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

Melissa Johnson

johnsonm@pcsb.org

**Position Title**

Assistant Principal

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**Job Duties and Responsibilities**

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Oversees the operations of the school. Manages the ESE department, the Math department, the Music department, and the Master schedule.

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

Andrea Weaver

weavera@pcsb.org

**Position Title**

Assistant Principal

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**Job Duties and Responsibilities**

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Oversees the operations of the school. Manages ELA/Reading department, and Health and P.E. She is also over athletics and building maintenance.

**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.*

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The leadership team developed their specific subject area goals based on the 2025-2026 data and the ongoing work with teachers and curriculum specialists. In addition, staff and students were involved through the use of a school-wide survey provided by the principal and the AVID team at the end of the 2025-2026 school year, in which staff and students were surveyed on the climate and culture of the school and the overall goals that were implemented in the current school year.

### **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)).

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The SIP will be monitored monthly with the administrative team to ensure we progress toward our intended goals. In addition, after each testing cycle, we will monitor where we are progressing and revamp as necessary. If we lack certain goals or subgroups, we will work with District specialists to focus on those areas of need and make adjustments in the classrooms

## C. Demographic Data

|                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>2026-27 STATUS</b><br>(PER MSID FILE)                                                                                                                     | <b>ACTIVE</b>                                                                                                                                                                                                                                                                                                              |
| <b>SCHOOL TYPE AND GRADES SERVED</b><br>(PER MSID FILE)                                                                                                      | <b>MIDDLE/JR. HIGH</b><br><b>6-8</b>                                                                                                                                                                                                                                                                                       |
| <b>PRIMARY SERVICE TYPE</b><br>(PER MSID FILE)                                                                                                               | <b>K-12 GENERAL EDUCATION</b>                                                                                                                                                                                                                                                                                              |
| <b>2025-26 TITLE I SCHOOL STATUS</b>                                                                                                                         |                                                                                                                                                                                                                                                                                                                            |
| <b>2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>                                                                                                         | <b>51.2%</b>                                                                                                                                                                                                                                                                                                               |
| <b>CHARTER SCHOOL</b>                                                                                                                                        | <b>NO</b>                                                                                                                                                                                                                                                                                                                  |
| <b>RAISE SCHOOL</b>                                                                                                                                          | <b>NO</b>                                                                                                                                                                                                                                                                                                                  |
| <b>2025-26 ESSA IDENTIFICATION</b><br>*UPDATED AS OF 07/09/2026                                                                                              | <b>N/A</b>                                                                                                                                                                                                                                                                                                                 |
| <b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>                                                                                                |                                                                                                                                                                                                                                                                                                                            |
| <b>2025-26 ESSA SUBGROUPS REPRESENTED</b><br>(SUBGROUPS WITH 10 OR MORE STUDENTS)<br>(SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK) | <b>STUDENTS WITH DISABILITIES (SWD)</b><br><b>ENGLISH LANGUAGE LEARNERS (ELL)</b><br><b>ASIAN STUDENTS (ASN)</b><br><b>BLACK/AFRICAN AMERICAN STUDENTS (BLK)</b><br><b>HISPANIC STUDENTS (HSP)</b><br><b>MULTIRACIAL STUDENTS (MUL)</b><br><b>WHITE STUDENTS (WHT)</b><br><b>ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b> |
| <b>SCHOOL GRADES HISTORY</b><br><i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>                                                       | <b>2025-26: A</b><br><b>2024-25: A</b><br><b>2023-24: B</b><br><b>2022-23: B</b><br><b>2021-22: C</b>                                                                                                                                                                                                                      |

## D. Early Warning Systems

### 1. Grades K-8

#### Current Year 2026-27

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

| INDICATOR                                                                                                                 | GRADE LEVEL |   |   |   |   |   |     |     |     | TOTAL |
|---------------------------------------------------------------------------------------------------------------------------|-------------|---|---|---|---|---|-----|-----|-----|-------|
|                                                                                                                           | K           | 1 | 2 | 3 | 4 | 5 | 6   | 7   | 8   |       |
| School Enrollment                                                                                                         |             |   |   |   |   |   | 325 | 297 | 339 | 961   |
| Absent 10% or more school days                                                                                            |             |   |   |   |   |   | 38  | 30  | 60  | 128   |
| One or more suspensions                                                                                                   |             |   |   |   |   |   | 1   | 9   | 22  | 32    |
| Course failure in English Language Arts (ELA)                                                                             |             |   |   |   |   |   | 4   | 3   | 2   | 9     |
| Course failure in Math                                                                                                    |             |   |   |   |   |   | 6   | 0   | 9   | 15    |
| Level 1 on statewide ELA assessment                                                                                       |             |   |   |   |   |   | 17  | 17  | 31  | 65    |
| Level 1 on statewide Math assessment                                                                                      |             |   |   |   |   |   | 13  | 21  | 22  | 56    |
| 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 |             |   |   |   |   |   | 10 | 13 | 28 | 51    |

#### 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 | 2 | 7 | 9     |
| Students retained two or more times |             |   |   |   |   |   | 2 | 2 | 9 | 13    |

**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                                                                                                         |             |   |   |   |   |   | 301 | 368 | 306 | 975   |
| Absent 10% or more school days                                                                                            |             |   |   |   |   |   | 33  | 60  | 52  | 145   |
| One or more suspensions                                                                                                   |             |   |   |   |   |   | 6   | 15  | 11  | 32    |
| Course failure in English Language Arts (ELA)                                                                             |             |   |   |   |   |   | 3   | 9   | 15  | 27    |
| Course failure in Math                                                                                                    |             |   |   |   |   |   | 10  | 26  | 24  | 60    |
| Level 1 on statewide ELA assessment                                                                                       |             |   |   |   |   |   | 17  | 48  | 54  | 119   |
| Level 1 on statewide Math assessment                                                                                      |             |   |   |   |   |   | 16  | 38  | 25  | 79    |
| 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 |             |   |   |   |   |   | 10 | 56 | 46 | 112   |

**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 | 15 | 13 | 31    |
| Students retained two or more times |             |   |   |   |   |   | 1 |    |    | 1     |

## 2. Grades 9-12 (optional)

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

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

## A. ESSA School, District, State Comparison

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

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

| ACCOUNTABILITY COMPONENT                                         | 2026   |           |        | 2025   |           |        | 2024   |           |        |
|------------------------------------------------------------------|--------|-----------|--------|--------|-----------|--------|--------|-----------|--------|
|                                                                  | SCHOOL | DISTRICT† | STATE† | SCHOOL | DISTRICT† | STATE† | SCHOOL | DISTRICT† | STATE† |
| ELA Achievement*                                                 | 71     | 63        | 62     | 62     | 60        | 58     | 61     | 55        | 53     |
| Grade 3 ELA Achievement                                          |        |           | 19     |        |           | 27     |        |           | 21     |
| ELA Learning Gains                                               | 66     | 60        | 61     | 53     | 59        | 59     | 60     | 58        | 56     |
| ELA Lowest 25th Percentile                                       | 59     | 51        | 53     | 43     | 52        | 52     | 56     | 53        | 50     |
| Math Achievement*                                                | 69     | 65        | 65     | 71     | 65        | 63     | 66     | 61        | 60     |
| Math Learning Gains                                              | 55     | 57        | 62     | 55     | 60        | 62     | 57     | 61        | 62     |
| Math Lowest 25th Percentile                                      | 55     | 52        | 57     | 52     | 59        | 57     | 56     | 59        | 60     |
| Science Achievement                                              | 60     | 60        | 57     | 69     | 59        | 54     | 57     | 52        | 51     |
| Social Studies Achievement*                                      | 82     | 81        | 77     | 85     | 79        | 73     | 84     | 75        | 70     |
| Graduation Rate                                                  |        |           |        |        |           |        |        |           |        |
| Middle School Acceleration                                       | 78     | 84        | 82     | 86     | 84        | 77     | 70     | 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                  |         |         |         |         |           | 66%      |
| OVERALL FPPI Below 41% - All Students        |         |         |         |         |           | No       |
| Total Number of Subgroups Missing the Target |         |         |         |         |           | 0        |
| Total Points Earned for the FPPI             |         |         |         |         |           | 595      |
| 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* |
| 66%                                          | 65%     | 60%     | 60%     | 53%     | 54%       |          |

## 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          | 43%                             | No                 |                                                       |                                                       |
| English Language Learners           | 51%                             | No                 |                                                       |                                                       |
| Asian Students                      | 74%                             | No                 |                                                       |                                                       |
| Black/African American Students     | 48%                             | No                 |                                                       |                                                       |
| Hispanic Students                   | 58%                             | No                 |                                                       |                                                       |
| Multiracial Students                | 78%                             | No                 |                                                       |                                                       |
| White Students                      | 68%                             | No                 |                                                       |                                                       |
| Economically Disadvantaged Students | 58%                             | No                 |                                                       |                                                       |

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

| 2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS |          |                  |        |             |           |         |              |          |         |           |                   |                   |              |
|------------------------------------------------|----------|------------------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|-------------------|--------------|
|                                                | ELA ACH. | GRADE 3 ELA ACH. | ELA LG | ELA LG L25% | MATH ACH. | MATH LG | MATH LG L25% | SCI ACH. | SS ACH. | MS ACCEL. | GRAD RATE 2024-25 | C&C ACCEL 2024-25 | ELP PROGRESS |
| All Students                                   | 71%      |                  | 66%    | 59%         | 69%       | 55%     | 55%          | 60%      | 82%     | 78%       |                   |                   |              |
| Students With Disabilities                     | 34%      |                  | 45%    | 42%         | 39%       | 45%     | 48%          | 26%      | 55%     | 56%       |                   |                   |              |
| English Language Learners                      | 40%      |                  | 58%    | 62%         | 44%       | 45%     | 44%          | 27%      | 63%     | 80%       |                   |                   |              |
| Asian Students                                 | 100%     |                  | 64%    |             | 80%       | 50%     |              |          |         |           |                   |                   |              |
| Black/African American Students                | 68%      |                  | 63%    |             | 52%       | 29%     | 30%          |          |         |           |                   |                   |              |
| Hispanic Students                              | 58%      |                  | 63%    | 59%         | 55%       | 50%     | 57%          | 44%      | 77%     | 61%       |                   |                   |              |
| Multiracial Students                           | 76%      |                  | 71%    |             | 81%       | 65%     |              |          | 94%     | 80%       |                   |                   |              |
| White Students                                 | 74%      |                  | 66%    | 60%         | 73%       | 56%     | 56%          | 64%      | 83%     | 81%       |                   |                   |              |
| Economically Disadvantaged Students            | 62%      |                  | 65%    | 63%         | 54%       | 48%     | 52%          | 45%      | 69%     | 67%       |                   |                   |              |

10/2026

| 2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS |             |                        |           |                   |              |            |                    |             |            |                         |
|------------------------------------------------|-------------|------------------------|-----------|-------------------|--------------|------------|--------------------|-------------|------------|-------------------------|
|                                                | ELA<br>ACH. | GRADE<br>3 ELA<br>ACH. | ELA<br>LG | ELA<br>LG<br>L25% | MATH<br>ACH. | MATH<br>LG | MATH<br>LG<br>L25% | SCI<br>ACH. | SS<br>ACH. | MS<br>ACCEL.            |
|                                                |             |                        |           |                   |              |            |                    |             |            | GRAD<br>RATE<br>2023-24 |
|                                                |             |                        |           |                   |              |            |                    |             |            | C&C<br>ACCEL<br>2023-24 |
|                                                |             |                        |           |                   |              |            |                    |             |            | ELP<br>PROGRESS         |
| All Students                                   | 62%         |                        | 53%       | 43%               | 71%          | 55%        | 52%                | 69%         | 85%        | 86%                     |
| Students With Disabilities                     | 21%         |                        | 40%       | 39%               | 38%          | 45%        | 38%                | 26%         | 50%        | 71%                     |
| English Language Learners                      | 32%         |                        | 56%       | 51%               | 46%          | 44%        | 41%                | 44%         | 67%        | 73%                     |
| Asian Students                                 | 87%         |                        | 67%       |                   | 87%          | 47%        |                    |             |            |                         |
| Black/African American Students                | 33%         |                        | 43%       |                   | 50%          | 41%        |                    | 40%         |            |                         |
| Hispanic Students                              | 57%         |                        | 57%       | 45%               | 67%          | 51%        | 47%                | 64%         | 73%        | 86%                     |
| Multiracial Students                           | 63%         |                        | 50%       |                   | 82%          | 59%        |                    |             |            |                         |
| White Students                                 | 64%         |                        | 52%       | 42%               | 72%          | 56%        | 55%                | 70%         | 88%        | 86%                     |
| Economically Disadvantaged Students            | 51%         |                        | 50%       | 42%               | 61%          | 52%        | 48%                | 59%         | 77%        | 78%                     |

| 2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS |             |                        |           |                   |              |            |                    |             |            |              |                         |                         |                 |
|------------------------------------------------|-------------|------------------------|-----------|-------------------|--------------|------------|--------------------|-------------|------------|--------------|-------------------------|-------------------------|-----------------|
|                                                | ELA<br>ACH. | GRADE<br>3 ELA<br>ACH. | ELA<br>LG | ELA<br>LG<br>L25% | MATH<br>ACH. | MATH<br>LG | MATH<br>LG<br>L25% | SCI<br>ACH. | SS<br>ACH. | MS<br>ACCEL. | GRAD<br>RATE<br>2022-23 | C&C<br>ACCEL<br>2022-23 | ELP<br>PROGRESS |
| All Students                                   | 61%         |                        | 60%       | 56%               | 66%          | 57%        | 56%                | 57%         | 84%        | 70%          |                         |                         | 30%             |
| Students With<br>Disabilities                  | 20%         |                        | 39%       | 41%               | 38%          | 48%        | 49%                | 27%         | 62%        | 58%          |                         |                         | 11%             |
| English<br>Language<br>Learners                | 21%         |                        | 49%       | 57%               | 35%          | 49%        | 58%                | 27%         | 50%        |              |                         |                         | 30%             |
| Asian<br>Students                              | 81%         |                        | 73%       |                   | 93%          | 86%        |                    |             |            |              |                         |                         |                 |
| Black/African<br>American<br>Students          | 35%         |                        | 49%       | 43%               | 44%          | 57%        | 62%                | 17%         | 55%        |              |                         |                         |                 |
| Hispanic<br>Students                           | 54%         |                        | 58%       | 58%               | 52%          | 51%        | 59%                | 51%         | 80%        | 67%          |                         |                         | 30%             |
| Multiracial<br>Students                        | 48%         |                        | 54%       |                   | 67%          | 62%        |                    |             |            |              |                         |                         |                 |
| White<br>Students                              | 64%         |                        | 61%       | 57%               | 70%          | 57%        | 55%                | 61%         | 87%        | 70%          |                         |                         | 15%             |
| Economically<br>Disadvantaged<br>Students      | 50%         |                        | 55%       | 51%               | 56%          | 56%        | 59%                | 45%         | 76%        | 68%          |                         |                         | 29%             |

Page 15 of 40

## 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     | 78%                                                                                      | 64%      | 14%               | 62%   | 16%            |
| ELA            | 7     | 73%                                                                                      | 63%      | 10%               | 62%   | 11%            |
| ELA            | 8     | 65%                                                                                      | 62%      | 3%                | 60%   | 5%             |
| Math           | 6     | 65%                                                                                      | 63%      | 2%                | 60%   | 5%             |
| Math           | 7     | 32%                                                                                      | 24%      | 8%                | 53%   | -21%           |
| Math           | 8     | 75%                                                                                      | 62%      | 13%               | 61%   | 14%            |
| Science        | 8     | 61%                                                                                      | 59%      | 2%                | 52%   | 9%             |
| Civics         | 7     | 89%                                                                                      | 89%      | 0%                | 77%   | 12%            |
| Civics         | 8     | 71%                                                                                      | 59%      | 12%               | 75%   | -4%            |
| Algebra        | 7     | 93%                                                                                      | 97%      | -4%               | 96%   | -3%            |
| Algebra        | 8     | 74%                                                                                      | 81%      | -7%               | 84%   | -10%           |
| Geometry       | 8     | 100%                                                                                     | 97%      | 3%                | 95%   | 5%             |
| Civics         | 6     | * data suppressed due to fewer than 10 students or all tested students scoring the same. |          |                   |       |                |
| Biology        | 8     | * data suppressed due to fewer than 10 students or all tested students scoring the same. |          |                   |       |                |
| 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 showed the greatest improvement; they went up 9 points overall. We, as an administrative team, pushed more into all our classes to assist with small groups and one-on-one instruction, in addition to incorporating quarter challenges with these students to continue the motivation between testing cycles. We also did a 6-week push in which we strategically had members of the school team take a grade level or subject area to work specifically with our level two L25 students, where we wanted to target these students for remediation, as they were going to give us the most points in our school grade.

##### **Lowest Performance**

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

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Our 8th-grade students showed the lowest performance in both math and ELA. These students did not perform well as 6th graders or 7th graders, and this trend led us to believe that they would not perform well in 8th grade.

##### **Greatest Decline**

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

---

The cells in science had the greatest decline by 9 points from the previous year. We attribute the decline to losing a teacher in November to a tragic accident in which he did not return. Students had a long-term sub from after Thanksgiving until Christmas break. When we found out the teacher would not return, we then had our current 7th-grade teacher take over all his classes, and we hired a new teacher for 7th grade. If we had not moved this teacher up, I feel our decline would have been greater than what it was.

##### **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.

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Our 7th-grade Math was the only subgroup that declined; therefore, they had the greatest gap. This is

a common trend in our District, as our high-level 7th graders take 8th-grade math.

### **EWS Areas of Concern**

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

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Our Black students were low in Science

Our ELL students were low in ELA and Science

Our ESE students were low in Math, ELA, and Science

We need to focus on Science overall, but we need to focus more on our ELL and ESE students overall to help with their success in targeted areas.

### **Highest Priorities**

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

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1. ESE Data overall at 41% need to stay above this
2. Science data overall had the highest drop by 9 points
3. ELL subgroup in ELA and Science under 40%
4. ESE subgroup in Math, ELA, and Science under 40%
5. Black subgroup Science under 40%

## 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.

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Our current level of performance is that 71% of our students are proficient on the 2026 FAST ELA PM3. We expect our performance level to increase to 75% of our student's meeting proficiency by the Spring 2027 Progress Monitoring assessment (F.A.S.T.). The problem/gap is occurring because students are not consistently being released to read and respond to appropriate grade-level, benchmark-aligned tasks. If teachers identify critical content and intentionally plan explicit benchmark-aligned instruction based upon the district's "gold documents" and allow students ample time to engage in meaningful, rigorous tasks with eyes on text, an increase in student achievement will occur.

#### Measurable Outcome

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

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The percentage of all students achieving ELA proficiency will increase from 71% to 75%, as measured by Spring 2027 Progress Monitoring assessment (F.A.S.T.).

#### Monitoring

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

---

Enhance staff capacity to identify content from the BEST Benchmarks that will create opportunities for collaboration around higher-order thinking questions and allow students to enter a productive struggle during each lesson. Strengthen teacher clarity so that teachers understand and plan for the "what" (benchmark demands), the "why" (making learning relevant and meaningful to students), and the "how" (steps to master the success criteria). When teachers plan and deliver intentional instruction centered around teacher clarity, students will engage in high-quality practice, which will accelerate

achievement. Teachers will provide timely, specific feedback to accelerate achievement during independent practice. Consistent monitoring will occur throughout the year in between FAST assessments to support teachers and students in intensive reading.

**Person responsible for monitoring outcome**

Andrea Weaver

**Evidence-based Intervention:**

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

**Description of Intervention #1:**

Support staff to utilize data to organize students to engage with content using academic discourse and critical thinking. Support staff with the implementation of on-grade-level instruction based on achievement level descriptors to ensure rigorous course content for all students

**Rationale:**

Creating a systematic plan that conducts routine data analysis will allow teachers to implement more focused lessons. By pinpointing areas of need for growth, they can be infused throughout a variety of other lessons through reinforcement, academic discourse, and remediation. Additionally, data analysis affords opportunities for rotations and small group instruction to occur routinely.

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

**Person Monitoring:**

Lampert (6), Weaver (7), Dupee (8)

**By When/Frequency:**

June-August 2026

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

As teachers become more skilled in this strategy, they will see remarkable changes in students' abilities to process and understand new content because they are able to identify which content is critical and understand how learned content scaffolds in complexity. A classroom of scholars identifies critical content within standards, but also studies, recognizes, and celebrates as knowledge grows increasingly more sophisticated. Administrators will work with their pre-determined teachers during the summer and pre-school to ensure that ELA teachers are comfortable with these standards.

**Action Step #2**

Ensure whole group and small group instruction in ELA (reading and writing) is designed and implemented according to evidence-based principles.

**Person Monitoring:**

Lampert (6), Weaver (7), Dupee (8)

**By When/Frequency:**

ongoing throughout the year

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

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, 3) Full guidance during student practice, 4) Teacher corrective feedback. Teachers are more effective when providing explicit guidance with practice and feedback rather than requiring student discovery while learning new skills/concepts. Administrators have a pre-determined support schedule based on state standard data to help support teachers. In addition, utilize the use of common lit with our non-ELA subject area teachers to support ELA and Reading activities in core subjects.

**Action Step #3**

Create a culture of collaboration by establishing demonstration/model classrooms where ELA and Reading teachers learn from and inspire one another

**Person Monitoring:**

AVID PD team/ Peggy Dupee

**By When/Frequency:**

Ongoing

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

Professional development that includes opportunities for collaboration and reflection improves the impact of training in startling ways. The AVID team will present during Pre-school the PLC groups and the non-negotiables of the teachers' monthly cross-curricular grade-level PLCs. Teachers will also participate in Ghost Walks, where they open their classrooms to showcase the targeted 9-week PLC focus. A focus on strategies for our ELL and ESE students.

**Action Step #4**

Strengthen student performance on ELA benchmarks 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.

**Person Monitoring:**

AVID Team/ Peggy Dupee

**By When/Frequency:**

ongoing

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

When students are expected to write without direct instruction, their responses often mask gaps in understanding. In contrast, structured writing tasks make students' 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 meeting ELA benchmark expectations. 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. In addition to teachers focusing on the Writing Revolution strategies provided by the district during pre-school, teachers will have PD on the "Bare" minimum of what is expected in every class for students to write. Posters will be made and posted in each classroom. Students will continue to participate in the monthly writing task school-wide (DEAW).

**Action Step #5**

Leverage the use of awards to celebrate literacy achievements.

**Person Monitoring:**

Lampert (6), Weaver (7), Dupee (8)

**By When/Frequency:**

ongoing

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

If our test scores progress from the prior year PM3 to the current year PM3, then we know the competitions and celebrating students helped to motivate our students and assess their individual academic growth.

**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 performance is 69% proficient on the 2025-2026 FAST PM 3 test. We expect our performance level to be at least 75% proficient in mathematics achievement by the 2026-2027 PM3 FAST assessment. The problem/gap is occurring because lessons are not engaging students in rigorous learning activities involving academic discourse and complex problem-solving. If instruction engages students in benchmark-aligned, rigorous learning activities involving academic discourse and complex problem-solving, student achievement will increase by 6%.

**Measurable Outcome**

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

The percentage of all students achieving math proficiency will increase from 69% to 75%, as measured by the 2027 PM3 FAST.

**Monitoring**

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

Teachers collaboratively plan learning targets and learning tasks to align with the State standards for Mathematics and District alignment. Within PLC and/or common planning, teachers utilize student data to collaboratively plan rigorous, standards-based learning opportunities that engage students with specific standards where there are opportunities to improve. Teachers participate in ongoing professional development focused on engaging students, academic discourse, and critical thinking.

**Person responsible for monitoring outcome**

Melissa Johnson

**Evidence-based Intervention:**

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

**Description of Intervention #1:**

Support staff to utilize data to organize students to engage with content using academic discourse and critical thinking. Support staff with the implementation of on-grade-level instruction based on achievement level descriptors to ensure rigorous course content for all students.

**Rationale:**

Creating a systematic plan that conducts routine data analysis will allow teachers to implement more focused lessons. By pinpointing areas of need for growth, they can be infused throughout a variety of other lessons through reinforcement, academic discourse, and remediation. Additionally, data analysis affords opportunities for rotations and small group instruction to occur routinely.

**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 Florida's B.E.S.T. Standards for Mathematics and Mathematical Thinking and Reasoning Standards (MTR's) as a non-negotiable for improving student outcomes.

**Person Monitoring:**

Melissa Johnson

**By When/Frequency:**

June-August 2026

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

Shifting from stating a standard to communicating learning expectations (success criteria) ensures that goals are appropriate, challenging, and attainable. When goals are specific, revisited throughout the lesson, and connect to other mathematics, they are clearer to students. The administrator will work with Math teachers over the summer and during pre-school to ensure they are comfortable with the math standards.

**Action Step #2**

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

**Person Monitoring:**

Melissa Johnson

**By When/Frequency:**

ongoing

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

Ensure instructional supports are in place for all students during core instruction and intervention based on data, including supports for students with exceptional needs, English language supports, as well as extensions / more advanced tasks for students needing enrichment. Administrators have a pre-determined support schedule based on state standard data to help support teachers. In addition,

utilize the use of common lit with our non-ELA subject area teachers to support ELA and Reading activities in core subjects.

### **Action Step #3**

Mathematics teachers participate in professional learning opportunities around the state standards, Making Sense of Math, Edia, and Ready, Set, Go Algebra.

**Person Monitoring:**

Melissa Johnson

**By When/Frequency:**

by the end of the 2026-2027 school year

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

Teachers and administrators engage in Facilitated Planning professional learning opportunities to become familiar with the design to understand what students are expected to master and demonstrate, including the vertical progressions of standards, horizontal alignment of standards, Mathematical Thinking and Reasoning Standards (MTRs), and potential stages of fluency. Administrators and teachers will attend PD trainings for the required implementation of math standards and ongoing monitoring of students in all math classes. All Teachers will have common planning with their grade level's respective teacher to utilize the course curriculum guides, the BEST Instructional Guide to Mathematics (B1G-M), and district-created instructional lessons to support implementation of the B.E.S.T. Standards to synthesize the benchmarks, achievement level descriptors, benchmark clarifications, and appendices to fully understand the expected outcomes that carry the full weight of the standards.

### **Action Step #4**

Teachers will conduct at least 1 student/teacher data chat per quarter that addresses students' individual strengths and opportunities to improve. The teacher will differentiate and provide remediation

**Person Monitoring:**

Melissa Johnson

**By When/Frequency:**

ongoing

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

Teachers will implement goal-setting opportunities where students regularly and visibly participate in setting their own goals, monitoring their academic progress throughout the year, revisiting their goals based on data, and celebrating successes. The administrator will ensure this is happening in every math class each quarter. The administrator will participate in goal setting with the classes they support.

### **Action Step #5**

Leverage the use of incentives, including food and prizes, to motivate students to reach pre-determined learning goals set during teacher data chats.

**Person Monitoring:**

Peggy Dupee

**By When/Frequency:**

ongoing

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

If our test scores progress from the prior year PM3 to the current year PM3, then we know the competitions and celebrating students helped to motivate our students and assess their individual academic growth.

## 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.

---

Based on the data reviewed, Science is where we had the largest drop at 9 points. We did anticipate this in last year's SIP, as our current 8th graders had the lowest ELA scores as 7th graders. In addition, we have had a turnover year to year in our 6th and 7th-grade teachers, which has influenced our 8th-grade scores. A thorough analysis reveals that there's a critical need for aligning standards and targets to address specific weaknesses to narrow the achievement gaps. The Science SSA data from 2025 serves as a pivotal guide in establishing instructional goals for the upcoming 2026/27 academic year.

It will be imperative that my teachers teaching Science 8 will have to be diligent in reviewing scores after each unit test to ensure remediation is done in the areas of weakness to help with the slide in this area. Fostering a positive culture within the educational environment is equally imperative.

#### 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.

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Increase 8th-grade Science proficiency from **60% to 70%** on the Florida Statewide Science Assessment.

Increase the percentage of 6th- and 7th-grade students passing the end-of-year science assessment to **80%**.

Build a stronger science progression across grades 6–8 by ensuring students master prerequisite standards before entering 8th grade, resulting in improved overall science achievement.

#### Monitoring

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

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Monitoring will be conducted via the district cycle assessment, formative and summative assessments, as well as classroom walkthroughs. Following these assessments, data chats will take place, leading to either remediation or enrichment activities as necessary

#### Person responsible for monitoring outcome

Peggy Dupee

**Evidence-based Intervention:**

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

**Description of Intervention #1:**

Enhance staff capacity to create engaging and intellectually challenging content. Assist staff in utilizing data to structure student interactions with content, thereby differentiating and scaffolding instruction to accommodate the needs of every learner. Implement targeted intervention programs for students who are significantly behind. This could include after-school tutoring, small group instruction, or one-on-one support. Establish a peer tutoring system where more advanced students or those who grasped the material well can help their classmates. Increase writing opportunities in science classes.

**Rationale:**

The data indicate a correlation between reading comprehension/exposure and science achievement and proficiency. Therefore, an intervention focusing on providing access to rigorous informational texts, particularly in science, is reasonable. By exposing these students to passages and engaging them in lessons that require the application of critical thinking and writing skills, we anticipate higher comprehension of science concepts. This approach will not only improve their understanding of science but also enhance their writing abilities.

**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 as a non-negotiable for improving student outcomes in Middle School Science, as evidenced by Unit tests and the end-of-year assessments.

**Person Monitoring:**

Peggy Dupee

**By When/Frequency:**

June-August 2026

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

Administrator will Continue to deepen understanding of the vertical progression and standards to understand what students are expected to master and Use state and district resources (such as the FSASS Standards, PCS Red/Green Docs, PCS Course Outlines, and FLDOE Test Specifications Guide) to synthesize the standards, benchmark clarifications, content limits and appendices to fully understand the expected outcomes that carry the full weight of the standards. The administrator will work with science teachers over the summer and during pre-school to ensure they are comfortable with the Science standards.

**Action Step #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.

**Person Monitoring:**

Peggy Dupee

**By When/Frequency:**

ongoing

**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 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 and provide support and feedback focused on explicit, systematic, and sequential approaches to understanding the concept.

Teachers will 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.

**Action Step #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

**Person Monitoring:**

Peggy Dupee

**By When/Frequency:**

Ongoing

**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.
- During pre-school, provide professional development on key strategies from The Writing Revolution (e.g., sentence combining, sentence expansion, note-taking, outlining).
- Establish daily opportunities for students to write in response to reading and instruction in addition to our monthly school-wide writing lesson.
- 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. Focused Intervention and Targeted Remediation: Implement targeted intervention programs for students who are significantly behind. This could include after-school tutoring, small group instruction,

**Action Step #4**

Leverage the use of incentives, including food and prizes, to motivate students to reach predetermined learning goals set during teacher data chats.

**Person Monitoring:**

Peggy Dupee

**By When/Frequency:**

Ongoing

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

If PM3 science assessment scores increase from the prior school year to the current school year across all grade levels, this will indicate that student recognition programs, academic competitions, and celebrations are positively impacting student motivation and engagement. Additionally, if students demonstrate consistent improvement on unit assessments throughout the school year in grades 6–8, this will provide evidence that students are mastering grade-level standards and making ongoing academic growth. Together, these measures will help determine the effectiveness of instructional strategies, interventions, and student incentive programs in improving science achievement.

**Action Step #5**

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

**Person Monitoring:**

Peggy Dupee

**By When/Frequency:**

ongoing

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

- Utilize district common end-of-unit assessments as well as bell work, exit tickets, and other provided formative assessment resources
- Ensure formative assessments are aligned and in scope with the Science standards.
- Incorporate frequent checks for understanding (e.g., quick writes, exit tickets, discussion protocols).
- Monitor prior learning through spiraled standards that are assessed on unit tests.

Assessment of Current Knowledge: Diagnostic Tests: Begin the school year with diagnostic assessments to determine the specific areas where students are struggling. This will help in tailoring instruction to address those gaps. Review of Past Performance: Analyze students' performance data from the previous year, including test scores and assignments, to identify common areas of difficulty. Teachers will give the mock 8th-grade test to our current 7th graders in the Spring so that teachers have the opportunity to plan for remediation over the summer before school starts.

**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.

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Our current level of proficiency in Civics is 83% of our students are proficient on the 2026 Civics EOC. We expect our performance level to increase to 87% of our students meeting proficiency by the Spring 2027 EOC. Our current level of proficiency in U.S. History is 52.9 % of our students demonstrating proficiency, but the goal is to increase to 65 %. Our Current level of proficiency in World History is 40.3%, but we will only be offering Pre-AP History to our 8th graders. The problem/gap is occurring because students are not consistently being released to read and respond to appropriate grade-level, benchmark-aligned tasks. If teachers identify critical content and intentionally plan explicit benchmark-aligned instruction based on the district's pacing guide and allow students ample time to engage in meaningful, rigorous tasks with eyes on the text, an increase in student achievement will occur.

**Measurable Outcome**

Measurable Outcome: Include prior year data and state the specific measurable outcome the school

plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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The percentage of all students achieving Civics proficiency will increase from 83% to 87%, as measured by the Civics EOC. The percentage of all students achieving U.S. History proficiency will increase from 52.9% 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.

---

Enhance staff capacity to identify content from the NGSSS Benchmarks that will create opportunities for collaboration around higher-order thinking questions and allow students to enter a productive struggle during each lesson. Strengthen teacher clarity so that teachers understand and plan for the “what” (benchmark demands), the “why” (making learning relevant and meaningful to students), and the “how” (steps to master the success criteria). When teachers plan and deliver intentional instruction centered around teacher clarity, students will engage in high-quality practice, which will accelerate achievement. Teachers will provide timely, specific feedback to accelerate achievement during independent practice.

### **Person responsible for monitoring outcome**

Michelle Lampert

### **Evidence-based Intervention:**

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

#### **Description of Intervention #1:**

Support staff to utilize data to organize students to engage with content using academic discourse and critical thinking. Support staff with the implementation of on-grade-level instruction based on achievement level descriptors to ensure rigorous course content for all students.

#### **Rationale:**

Creating a systematic plan that conducts routine data analysis will allow teachers to implement more focused lessons. By pinpointing areas of need for growth, they can be infused throughout a variety of other lessons through reinforcement, academic discourse, and remediation. Additionally, data analysis affords opportunities for rotations and small group instruction to occur routinely.

#### **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**

Leverage the use of incentives, including food and prizes, to motivate students to reach predetermined learning goals set during teacher data chats.

**Person Monitoring:**

Peggy Dupee

**By When/Frequency:**

ongoing

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

If our test scores progress from the prior year PM3 to the current year PM3, then we know the competitions and celebrating students helped to motivate our students and assess their individual academic growth.

### **Action Step #2**

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.

**Person Monitoring:**

Michelle Lampert

**By When/Frequency:**

June-August 2026

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

- During collaborative planning, teachers and administrators use state and district-developed resources (curriculum guides, Civics Instructional Guide, Civics Teachers' Guide) to clearly identify benchmarks and clarifications that define the full expectations of the standards.
- 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 complex, grade-level content, knowledge-building, and tasks aligned to the rigor of the standard/benchmark. The administrator will work with teachers during the summer and pre-school to ensure they have a common knowledge of the provided materials.

### **Action Step #3**

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.

**Person Monitoring:**

Michelle Lampert

**By When/Frequency:**

Ongoing

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

During pre-school, provide professional learning on key strategies from The Writing Revolution, from sentence-level strategies to paragraph and essay writing. 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. Teachers will use writing daily in all social studies classes.

### **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.

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Our current level of performance for the 2026 FAST ELA PM3 is 71% proficiency for all students and 64% proficiency for our Black students. Our current level of performance for the 2026 FAST Math PM3 is 69% proficiency for all students and 48% proficiency for our Black students. We expect our Black student performance level to increase to 80% for ELA proficiency and 80% for Math proficiency on the Spring 2027 Progress Monitoring assessment (F.A.S.T.). The problem/gap is occurring because Black students are underrepresented in rigorous courses and would benefit from the support of AVID and more intensive social/emotional support. Suppose school counselors collaborate with stakeholders (instructors/students/parents) regarding academic placements for our Black students. In that case, those students may be enrolled in more rigorous courses, which could positively impact their performance on their FAST Assessments for the 26-27 school year.

### **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.

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We expect our Black student performance level to increase to 80% for ELA proficiency and 80% for Math proficiency as measured by Spring 2027 Progress Monitoring assessment (F.A.S.T.).

### **Monitoring**

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

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We will meet with all students when school starts to ensure proper placement in rigorous classes. We will continue to meet with students monthly to ensure they are progressing in these classes and provide support if they are not. We will continue to progress monitor throughout the year to ensure the success of these students by maintaining open communication with the student, their family, and their teachers.

### **Person responsible for monitoring outcome**

Peggy Dupee

### **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:**

Palm Harbor Middle School only has 30 African American students enrolled for the 26-27 school year. By assigning each student a mentor who meets with them weekly about their progress and reviews their grades, behavior incidents, and course recovery if needed, then these students will be on track each year and progress in state testing. In addition, increasing the enrollment of these students in our AVID courses will allow them to have the necessary support needed to be successful in school.

**Rationale:**

Black students experience the greatest success when schools maintain high expectations, provide access to rigorous grade-level instruction, monitor progress frequently, and implement timely interventions. Effective schools also create culturally affirming environments where students see themselves reflected in instruction and where relationships support academic excellence.

**Tier of Evidence-based Intervention:**

**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**

Ensure proper placement of Black students into ELA/Math/Sci/SS courses. Utilize data to make appropriate recommendations for increasing Black student enrollment in rigorous courses.

**Person Monitoring:**

Peggy Dupee

**By When/Frequency:**

June-August 2026

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

Our FAST scores will increase from PM1 to PM3

**Action Step #2**

Increase the percentage of Black students enrolled in AVID to provide additional academic support

**Person Monitoring:**

APC/School Counselors/AVID Instructor

**By When/Frequency:**

June-August 2026

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

Our FAST scores will increase from PM1 to PM3

**Action Step #3**

Assign Black students to staff members to provide weekly support and check ins.

**Person Monitoring:**

Counselors will take their grade level students

**By When/Frequency:**

ongoing

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

Our FAST scores will increase from PM1 to PM3

## IV. Positive Learning Environment

### Area of Focus #1

Other: Positive Culture and Environment

#### 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.

I came in as a new principal in the 2022-2023 school year. Staff had a high turnover in the school and were unhappy with their previous principal. Staff felt bullied by their former principal and unheard in their concerns. In the 2023-2024 school year, I implemented positive initiatives to increase staff morale and lessen turnover.

#### 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 first year, my goal was to lessen turnover by 75%. Last year, my turnover was 10%, and this year my turnover was 10%. I would like to decrease my turnover to 1%. My school grade when I started was a C, which we raised to a B for the last two years. We were an A last year, and we are currently waiting on our school grade from the 25-26 year, which is expected to be an A.

#### 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.

Staff and student surveys were administered for feedback

Culture and PBIS committee monthly meetings to work on the initiatives for the school. Staff turnover decreases throughout the school year

#### Person responsible for monitoring outcome

Peggy Dupee and Andrea Weaver

#### 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:

Extensive initiatives have been implemented in the school to help with building up a culture in the school for both staff and students

**Rationale:**

Staff felt they were not heard in the school so by having meetings to provide feedback staff felt heard and the initiatives have helped to keep morale up within the school

**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**

Meet with individual stakeholders to address concerns and steps to move forward

**Person Monitoring:**

Peggy Dupee

**By When/Frequency:**

ongoing

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

Implemented initiatives to encourage staff turnover: Perfect attendance lunch, Shoutouts at Faculty meetings, Food throughout the year, Staff shirts, Birthday cards/Sympathy cards/Baby & Wedding showers

## 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.

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No Answer Entered

#### Positive Relationships With Parents, Families and other Community Stakeholders

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

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

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No Answer Entered

#### Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

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No Answer Entered

#### How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

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No Answer Entered

## B. Component(s) of the Schoolwide Program Plan

### Components of the Schoolwide Program Plan, as applicable

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

#### Improving Student's Skills Outside the Academic Subject Areas

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

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No Answer Entered

#### Preparing for Postsecondary Opportunities and the Workforce

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

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No Answer Entered

#### Addressing Problem Behavior and Early Intervening Services

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

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No Answer Entered

#### Professional Learning and Other Activities

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

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No Answer Entered

#### Strategies to Assist Preschool Children

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

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No Answer Entered

## VI. ATSI, TSI and CSI Resource Review

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

### Process to Review the Use of Resources

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

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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).

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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/<br>OBJECT | FUNDING<br>SOURCE | FTE | AMOUNT |
|-------------------|----------|---------------------|-------------------|-----|--------|
| Plan Budget Total |          |                     |                   |     | 0.00   |