

Pinellas County Schools

THURGOOD MARSHALL FUNDAMENTAL



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..... 12

 D. Early Warning Systems 13

II. Needs Assessment/Data Review 16

 A. ESSA School, District, State Comparison 17

 B. ESSA School-Level Data Review 18

 C. ESSA Subgroup Data Review 19

 D. Accountability Components by Subgroup..... 20

 E. Grade Level Data Review 23

III. Planning for Improvement..... 24

IV. Positive Learning Environment 42

V. Title I Requirements (optional)..... 48

VI. ATSI, TSI and CSI Resource Review 55

VII. Budget to Support Areas of Focus 56

School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

All members of the Thurgood Marshall Fundamental Middle School community are committed to providing a safe, challenging, and fully inclusive learning environment that promotes college and career readiness.

Provide the school's vision statement

100% student making academic and social growth each year.

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

Kevin Schottler

schottlerk@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

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

Leadership Team Member #2

Employee's Name

Valencia Gore

gorev@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

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

Leadership Team Member #3

Employee's Name

Ashley Grogan

grogana@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

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

Leadership Team Member #4

Employee's Name

Maxwell Stone

stonema@pcsb.org

Position Title

Teacher

Job Duties and Responsibilities

The Middle School Social Studies Department Chair provides instructional leadership and support to ensure high-quality social studies instruction that promotes civic literacy, historical thinking, and student engagement. Responsibilities include coordinating curriculum implementation, facilitating collaborative planning, and supporting teachers in the effective use of instructional strategies aligned to state standards and district initiatives. The Department Chair leads department meetings, assists with data analysis and progress monitoring, and promotes the integration of literacy, critical thinking, and inquiry-based learning within social studies classrooms. Additional duties include supporting professional development, mentoring teachers, coordinating assessments and instructional resources, and serving as a liaison between the department and school administration. The Department Chair fosters a collaborative culture focused on continuous improvement, student achievement, and preparing students to become informed and responsible citizens.

Leadership Team Member #5**Employee's Name**

Natasha Reed

reedna@pcsb.org

Position Title

Teacher

Job Duties and Responsibilities

The AVID and Electives Department Chair provides leadership, coordination, and support for the school's AVID program and elective course offerings. Responsibilities include facilitating collaboration among AVID and elective teachers, supporting curriculum implementation, monitoring student achievement and engagement, and ensuring alignment with school improvement goals. The Department Chair assists with instructional planning, professional learning, and the implementation of district, state, and AVID requirements and initiatives. Additional duties include coordinating department meetings, analyzing student data, supporting recruitment and retention efforts for AVID, promoting interdisciplinary connections, managing department resources, and serving as a liaison between teachers and administration. The Department Chair fosters innovative, engaging learning experiences that support college and career readiness, student interests, and the overall success of all learners.

Leadership Team Member #6

Employee's Name

Amy Pendergrass

pendergrassa@pcsb.org

Position Title

Teacher

Job Duties and Responsibilities

The Middle School Science Department Chair provides instructional leadership and support to ensure high-quality science instruction that promotes scientific inquiry, critical thinking, and student achievement. Responsibilities include coordinating curriculum implementation, facilitating collaborative planning, and supporting teachers in the effective use of instructional strategies aligned with state standards and district initiatives. The Department Chair leads department meetings, assists with analyzing student performance data, and supports the implementation of hands-on, inquiry-based learning experiences that foster scientific literacy and problem-solving skills. Additional duties include coordinating assessments, managing instructional and laboratory resources, supporting science safety protocols, mentoring teachers, and facilitating professional development opportunities. The Department Chair serves as a liaison between the department and school administration while fostering a collaborative culture focused on continuous improvement, innovation, and preparing students for success in future STEM-related coursework and careers.

Leadership Team Member #7

Employee's Name

Lisa Turini

turinil@pcsb.org

Position Title

Teacher

Job Duties and Responsibilities

The Middle School English Language Arts (ELA) Department Chair provides instructional leadership and support to ensure high-quality literacy instruction that promotes reading, writing, speaking, listening, and critical thinking skills. Responsibilities include coordinating curriculum implementation, facilitating collaborative planning, and supporting teachers in the effective use of research-based instructional strategies aligned with state standards and district initiatives. The Department Chair leads department meetings, assists with analyzing student achievement data, and supports the implementation of interventions and enrichment opportunities to meet diverse student needs. Additional duties include coordinating assessments, promoting literacy across content areas,

mentoring teachers, facilitating professional development, and supporting the integration of instructional technology and best practices in literacy instruction. The Department Chair serves as a liaison between the department and school administration while fostering a collaborative culture focused on continuous improvement, student achievement, and preparing students to become proficient readers, writers, and communicators.

Leadership Team Member #8

Employee's Name

Matthew Reitz

reitzm@pcsb.org

Position Title

VE Specialist

Job Duties and Responsibilities

The ESE Case Manager coordinates and monitors special education services to ensure compliance with federal, state, and district requirements while supporting the academic, behavioral, and social-emotional success of students with disabilities. Responsibilities include managing assigned caseloads, facilitating the development and implementation of Individual Education Plans (IEPs), monitoring student progress toward goals, and ensuring appropriate accommodations and services are provided. The ESE Case Manager collaborates with general education teachers, service providers, families, and administrators to support student needs and promote inclusive educational practices. Additional duties include scheduling and leading IEP meetings, maintaining accurate and timely documentation, analyzing student data, supporting compliance with timelines and procedural safeguards, and serving as a resource for staff regarding special education processes and best practices. The ESE Case Manager fosters positive relationships with students, families, and school personnel while advocating for equitable access to educational opportunities and supporting student achievement.

Leadership Team Member #9

Employee's Name

Marina Carnovale

carnovalem@pcsb.org

Position Title

Literacy Coach

Job Duties and Responsibilities

The Literacy Coach provides instructional leadership and support to enhance literacy teaching and

learning across the school by collaborating with teachers to improve instructional practices in reading, writing, speaking, and listening through coaching, modeling lessons, co-teaching, and facilitating professional learning opportunities. The Literacy Coach analyzes student achievement data to identify instructional needs, supports the implementation of evidence-based literacy strategies, and assists teachers in planning standards-aligned instruction that meets the diverse needs of learners.

Responsibilities also include supporting intervention and enrichment efforts, promoting literacy across all content areas, facilitating data-driven decision-making, assisting with the implementation of district and school literacy initiatives, serving as a resource for curriculum implementation and assessment practices, and fostering a collaborative culture focused on continuous improvement and student achievement. The Literacy Coach works closely with school leadership and instructional staff to ensure all students develop the literacy skills necessary for academic success and lifelong learning.

Leadership Team Member #10

Employee's Name

Martinique Kelty

KELTYM@pcsb.org

Position Title

Behavior Specialist

Job Duties and Responsibilities

The Behavior Specialist provides leadership and support to promote positive student behavior, improve school climate, and enhance student success by collaborating with administrators, teachers, families, and support staff to develop and implement proactive behavior interventions and supports. Responsibilities include analyzing behavioral data, conducting observations, assisting in the development and monitoring of behavior intervention plans, providing coaching and professional learning for staff on evidence-based behavior management strategies, and supporting the implementation of school-wide positive behavior systems. The Behavior Specialist works directly with students to address behavioral, social-emotional, and self-regulation needs, facilitates problem-solving and intervention planning, monitors student progress, and helps ensure compliance with applicable policies and procedures. The Behavior Specialist serves as a resource for promoting safe, supportive, and inclusive learning environments while fostering positive relationships that contribute to student achievement and overall well-being.

Leadership Team Member #11

Employee's Name

Magdalena April

APRILM@pcsb.org

Position Title

Counseling Department Chair

Job Duties and Responsibilities

The School Counseling Department Chair provides leadership and coordination for the school counseling program to support students' academic achievement, college and career readiness, and social-emotional development. Responsibilities include facilitating collaboration among school counselors, coordinating the implementation of comprehensive counseling services, analyzing student data to identify needs and trends, and supporting interventions that promote student success. The Department Chair assists with program planning, scheduling, academic advising, college and career readiness initiatives, and the implementation of district and school priorities. Additional duties include leading department meetings, supporting professional development, collaborating with administrators, teachers, families, and community partners, and serving as a liaison between the counseling department and school leadership. The School Counseling Department Chair fosters a student-centered, collaborative culture that promotes equity, access, and positive outcomes for all students.

Leadership Team Member #12**Employee's Name**

Victoria Caruana

CARUANAV@pcsb.org

Position Title

Gifted Magnet Coordinator

Job Duties and Responsibilities

The Gifted Magnet Coordinator provides leadership, coordination, and oversight of the school's gifted magnet program to ensure the delivery of rigorous, engaging, and innovative learning experiences that meet the unique needs of gifted learners. Responsibilities include coordinating student recruitment, enrollment, and retention efforts; supporting the implementation of gifted and magnet program requirements; monitoring student achievement and participation; and collaborating with teachers, counselors, administrators, families, and community partners to enhance program quality and student outcomes. The Gifted Magnet Coordinator promotes advanced academic opportunities, supports curriculum enrichment and interdisciplinary learning experiences, assists with program evaluation and data analysis, and ensures compliance with district, state, and gifted education guidelines. Additional duties include planning and facilitating magnet-related events, communicating program goals and successes to stakeholders, supporting professional learning related to gifted education, and fostering partnerships that extend learning beyond the classroom. The Gifted Magnet Coordinator serves as an advocate for gifted learners while cultivating a challenging, inclusive, and

student-centered environment that promotes academic excellence, creativity, leadership, and college and career readiness.

Leadership Team Member #13

Employee's Name

Amy Greth

gretha@pcsb.org

Position Title

Teacher

Job Duties and Responsibilities

The Middle School Mathematics Department Chair provides instructional leadership and support to ensure high-quality mathematics instruction that promotes problem-solving, critical thinking, and student achievement. Responsibilities include coordinating curriculum implementation, facilitating collaborative planning, and supporting teachers in the effective use of research-based instructional strategies aligned with state standards and district initiatives. The Department Chair leads department meetings, assists with analyzing student achievement data, and supports the implementation of interventions and enrichment opportunities to meet the diverse needs of learners. Additional duties include coordinating assessments, promoting mathematical reasoning and real-world application of mathematical concepts, mentoring teachers, facilitating professional development, and supporting the integration of instructional technology and best practices in mathematics instruction. The Department Chair serves as a liaison between the department and school administration while fostering a collaborative culture focused on continuous improvement, student achievement, and preparing students for success in advanced coursework and future career pathways.

Leadership Team Member #14

Employee's Name

Amy Eusepi

eusepia@pcsb.org

Position Title

Teacher

Job Duties and Responsibilities

The Access Unit Department Chair provides instructional leadership and program oversight to ensure high-quality educational services for students with significant cognitive disabilities participating in the Access curriculum. Responsibilities include coordinating curriculum implementation, facilitating collaborative planning, and supporting teachers in delivering standards-based instruction aligned with

state alternate academic achievement standards, district initiatives, and students' Individual Education Plans (IEPs). The Department Chair leads department meetings, assists with analyzing student achievement and progress monitoring data, and supports the implementation of evidence-based instructional strategies, differentiated instruction, and functional life skills that promote student independence and success. Additional duties include mentoring teachers, coordinating assessments, ensuring compliance with special education policies and procedures, supporting the implementation of accommodations and modifications, collaborating with related service providers and families, and facilitating professional development. The Access Unit Department Chair serves as a liaison between the department and school administration while fostering a collaborative, inclusive, and student-centered environment focused on continuous improvement, meaningful student outcomes, and successful transitions to postsecondary education, employment, and independent living, as appropriate.

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.

Preschool meetings were conducted with Parent Teacher Association (PTA), School Advisory Council (SAC), and student leadership representative to discuss the School Improvement Plan (SIP) goals for the 2026-2027 school year. Administrative team has worked with department chairs and all teachers to review the goals and modify by departmental need.

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)).

SIP will be actively monitored by a variety of methods. During PLC and Data chats, our goals will be reviewed and compared to the current data of the school. If data suggest that there is a need to shift practices, a shift in instructional interventions will occur. If action steps are not being followed with fidelity, a review of the SIP will take place at faculty and staff meetings. Action steps will need to be

followed in planning, PLCs, and classrooms and will be evidenced by walkthroughs and monitored by administration. The Literacy Coach and Instructional Staff Developers (ISD) will provide needs based-coaching cycles for Behavior, Climate and Culture, and Instructional delivery. Feedback will be issued both formally and informally to ensure growth toward the Action Steps. Adjustments will be added as needed through quarterly review to ensure the school is making progress towards all learning goals.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	MIDDLE/JR. HIGH 6-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	70.7%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: A 2024-25: A 2023-24: A 2022-23: A 2021-22: B

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment							255	241	255	751
Absent 10% or more school days							31	43	43	117
One or more suspensions							30	60	40	130
Course failure in English Language Arts (ELA)							1	2	4	7
Course failure in Math							10	6	6	22
Level 1 on statewide ELA assessment							15	20	23	58
Level 1 on statewide Math assessment							30	21	43	94
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							18	20	26	64

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							6	6	11	23
Students retained two or more times							4	3	1	8

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							259	244	254	757
Absent 10% or more school days								31	56	87
One or more suspensions								24	15	39
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment							21	16	24	61
Level 1 on statewide Math assessment							33	26	27	86
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	0	0	0	0	0	0	0	0	0	0

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

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	72	63	62	71	60	58	68	55	53
Grade 3 ELA Achievement			19			27			21
ELA Learning Gains	65	60	61	67	59	59	60	58	56
ELA Lowest 25th Percentile	51	51	53	55	52	52	47	53	50
Math Achievement*	65	65	65	73	65	63	69	61	60
Math Learning Gains	53	57	62	68	60	62	65	61	62
Math Lowest 25th Percentile	50	52	57	56	59	57	61	59	60
Science Achievement	64	60	57	70	59	54	66	52	51
Social Studies Achievement*	86	81	77	81	79	73	81	75	70
Graduation Rate									
Middle School Acceleration	88	84	82	90	84	77	82	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)	ATSI
OVERALL FPPI – All Students	66%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	594
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
66%	70%	67%	68%	60%	56%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	40%	Yes	1	
English Language Learners	60%	No		
Asian Students	88%	No		
Black/African American Students	56%	No		
Hispanic Students	68%	No		
Multiracial Students	72%	No		
White Students	77%	No		
Economically Disadvantaged Students	57%	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	72%		65%	51%	65%	53%	50%	64%	86%	88%			
Students With Disabilities	39%		52%	39%	32%	41%	42%	29%	48%				
English Language Learners	55%		64%		64%	55%							
Asian Students	89%		81%		93%	73%		92%		100%			
Black/African American Students	57%		58%	48%	46%	45%	48%	43%	79%	79%			
Hispanic Students	77%		64%	67%	75%	52%	53%	59%	83%	86%			
Multiracial Students	85%		64%	70%	63%	55%	64%	76%	81%	86%			
White Students	88%		73%	57%	85%	63%	52%	83%	96%	92%			
Economically Disadvantaged Students	59%		57%	46%	53%	46%	45%	47%	77%	85%			

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	71%		67%	55%	73%	68%	56%	70%	81%	90%			
Students With Disabilities	50%		66%	59%	49%	59%	44%	57%	66%				
English Language Learners	75%		73%		83%	73%							
Asian Students	89%		75%		89%	75%		100%	94%	95%			
Black/African American Students	56%		60%	48%	57%	66%	59%	53%	71%	87%			
Hispanic Students	71%		66%	67%	77%	65%	45%	76%	90%	81%			
Multiracial Students	75%		68%		72%	59%	40%		75%				
White Students	89%		75%	64%	89%	71%	56%	86%	91%	91%			
Economically Disadvantaged Students	59%		60%	51%	61%	65%	53%	57%	74%	84%			

Page 21 of 57

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	68%		60%	47%	69%	65%	61%	66%	81%	82%			
Students With Disabilities	24%		48%	47%	23%	52%	46%	6%	32%				
Asian Students	86%		67%		94%	92%		90%	83%	86%			
Black/African American Students	48%		54%	48%	43%	52%	56%	37%	67%	68%			
Hispanic Students	73%		62%	31%	80%	66%	70%	81%	83%	87%			
Multiracial Students	74%		62%		68%	65%				91%			
White Students	81%		64%	53%	87%	72%	74%	83%	92%	86%			
Economically Disadvantaged Students	55%		57%	47%	52%	55%	54%	43%	67%	64%			

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.

SUBJECT	GRADE	2025-26 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	77%	64%	13%	62%	15%
ELA	7	70%	63%	7%	62%	8%
ELA	8	72%	62%	10%	60%	12%
Math	6	68%	63%	5%	60%	8%
Math	7	0%	24%	-24%	53%	-53%
Math	8	49%	62%	-13%	61%	-12%
Science	8	66%	59%	7%	52%	14%
Civics	7	93%	89%	4%	77%	16%
Civics	8	64%	59%	5%	75%	-11%
Algebra	7	100%	97%	3%	96%	4%
Algebra	8	87%	81%	6%	84%	3%
Geometry	8	97%	97%	0%	95%	2%

III. Planning for Improvement

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

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

Most Improvement

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

The Social Studies overall achievement improved 5% from the previous year, with the greatest improvement in our black subgroup with an 8% increase.

This is because:

- Collaborative planning with high interest activities
- Supreme Data Chats with teachers, to disrupt the data
- Intervention Lunch bunch groups
- Tutoring was offered to all scholars
- Jaguar Journey session focused on Social Studies and test taking strategies for families

Lowest Performance

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

Data shows the lowest area of performance was Math achievement for the subgroup of students with disabilities. There was a significant drop from 49% proficiency to 13.5% proficiency.

Contributing factors:

- Math Department Chair received a promotion to APC at another school, creating a vacancy
- New math teacher found another job outside of education, creating another vacancy
- With shifts in the department, small groups were not pulled due to focus being on supporting newly hired teachers
- VE teacher lacks a sense of urgency when working with scholars in the classroom or in Unique Skills class

Greatest Decline

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

The greatest decline was also the lowest area of performance which was Math achievement for the subgroup of students with disabilities. There was a significant drop from 49% proficiency to 13.5% proficiency.

Contributing factors:

- Math Department Chair received a promotion to APC at another school, creating a vacancy
- New math teacher found another job outside of education, creating another vacancy
- With shifts in the department, small groups were not pulled due to focus being on supporting newly hired teachers
- VE teacher lacks a sense of urgency when working with scholars in the classroom or in Unique Skills class

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.

Math-7th Grade (Gap is -53% in 7th Grade Math when compared to data of the State)

- ESE push-in supports are inconsistent
 - 33 scholars are enrolled in 7th grade math. 79% of scholars in 7th grade math are enrolled in ESE.
- Majority of 7th grade scholars take 7th Grade Accelerated Math and these students are tested on the 8th Grade FAST
- The teacher who was teaching 7th grade math was a novice teacher, in her first year
 - Disruption in teaching with a mid-year vacancy
- Lack of rigor and release of students to do the work

EWS Areas of Concern

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

L25 Learning Gains for students with prior year Level 1 Proficiency Level in Reading and/or Math.

- Level 1 students in Math
- Level 1 students in ELA

Highest Priorities

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

1. ESE proficiency in Math
2. ESE proficiency in ELA
3. ELA L25 Learning gains
4. Math L25 Learning gains
5. 7th grade Math learning gains

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.

Our current level of performance overall is 73% proficiency with 53% L25 learning gains, as evidenced by FAST ELA assessment.

- 6th grade's performance is 76% proficiency; we expect to increase to 81% as evidenced by FAST ELA assessment.
- 7th grade's performance is 70% proficiency; we expect to increase to 76% as evidenced by FAST ELA assessment.
- 8th grade's performance is 72% proficiency; we expect to increase to 77% as evidenced by FAST ELA assessment.

The problem/gap is occurring due to inconsistent instruction in Fundamental 7th and 8th grade, ELA classes:

- 8th grade had a teacher vacancy mid-year and a novice teacher was hired in the end of December.
- 7th and 8th grade instruction was not coherent due to lack of the teacher's understanding the benchmarks.
- Monitoring to take action in the classroom was not evident.
- Lack of fidelity in the ROARing Jags intervention groups, 7th grade.

Measurable Outcome

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

The percent of all students achieving ELA proficiency will increase from 73% to 78%, as measured by the ELA FAST assessment 2026-2027. In the 2025-2026 school year, our L25 learning gains were 53%. Our goal for the 2026-2027 school year is 70%. We will strengthen students' 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.

Monitoring

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

Progress monitoring for the ELA goal will include PLC Teams reviewing ELA program data:

- PM1 & PM2 Data
- Module Assessments
- iReady Diagnostic
- teacher made formative assessments
- Instructional Leadership Team (ILT) walkthroughs

This data will help to drive decisions on the level of supports needed for ELA teachers. Literacy Coaching cycles will be completed by the Literacy Coach.

Person responsible for monitoring outcome

Ashley Grogan, Marina Carnovale, Valencia Gore, Kevin Schottler

Evidence-based Intervention:

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

Description of Intervention #1:

-Explicit, systematic writing instruction beginning at the sentence level and progressing to extended responses -Writing to learn as a daily instructional routine across ELA and content areas - Modeling through step-by-step demonstrations of writing processes and thinking -Scaffolded instruction using small steps, guided practice, and gradual release - Frequent, standards-aligned writing tasks that require evidence, analysis, and explanation

Rationale:

The approach outlined in "The Writing Revolution" emphasizes that writing instruction must be explicit, structured, and cumulative in order for students to successfully express complex thinking. When students are expected to write without direct instruction, their responses often mask gaps in understanding. In contrast, structured writing talks make student thinking visible, allowing teachers to immediately identify misconceptions and respond with targeted support. Writing also make 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. Research supports that students benefit most when instruction is broken into manageable steps and

paired with modeling and guided practice. These approaches reduce cognitive overload and allow students to master discrete skills before applying them independently.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

PD: Improving Writing

Person Monitoring:

Ashley Grogan and Marina Carnovale

By When/Frequency:

PLC/Quarterly

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

Provide professional development on key strategies from "The Writing Revolution" (e.g. sentence combining, sentence expansion, note-taking, outlining).

Action Step #2

Teaching: Improving Writing

Person Monitoring:

Ashley Grogan and Marina Carnovale

By When/Frequency:

classroom instruction/weekly

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

Teachers will design a writing task that stretches thinking during planning. In class, teachers will use the gradual release model, scaffolds, and extensions to help scholars where they are at with their writing. Initially, teachers will provide step-by step- demonstrations of constructing responses (from sentences to paragraphs).

Action Step #3

Monitoring to take Action: Improving Writing

Person Monitoring:

Ashley Grogan, Marina Carnovale, and Lisa Turini

By When/Frequency:

PLC/Monthly

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

The Literacy Leadership Team will strengthen Collaborative Structures by facilitating regular collaboration for teachers to plan, review student writing, and refine instruction, to monitor progress towards the ELA benchmark goals. Based on progress, the LLT will provide ongoing coaching and feedback on writing instruction through Jaguar ELA Walks.

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 overall is 65% proficiency with 50% L25 learning gains, as evidenced by End of Year Math assessments.

- 6th grade's performance is 70% proficiency; we expect to increase to 75% as evidenced by End of Year Math assessments.
- 7th grade's performance is 56% proficiency; we expect to increase to 61% as evidenced by End of Year Math assessments.
- 8th grade's performance is 69% proficiency; we expect to increase to 74% as evidenced by End of Year Math assessments.

The problem/gap is occurring due to inconsistent instruction in Fundamental 7th and 8th grade, Math classes:

- 8th grade had a teacher vacancy early in the school year due to an AP promotion.
- Mid-year, 7th grade math had a vacancy due to a teacher resigning.
- Pull out groups were not implemented due to the 8th grade teacher, and department head, being promoted to AP.

Measurable Outcome

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

The percent of all students achieving Math proficiency will increase from 65% to 70%, as measured by the End of Year Math assessments 2026-2027. In the 2025-2026 school year, our L25 learning gains were 50%. Our goal for the 2026-2027 school year is 70%. We will monitor whole group or small group instruction to ensure instruction is designed and implemented according to evidence-based principles.

Monitoring

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

Progress monitoring for the Math goal will include PLC Teams reviewing Math program data:

- PM1 & PM2 Data
- Mock Assessments

- Unit Assessments
- teacher made formative assessments
- Instructional Leadership Team (ILT) walkthroughs

This data will help to drive decisions on the level of supports needed for Math teachers.

Person responsible for monitoring outcome

Kevin Schottler, Valencia Gore, Amy Greth, and Ashley Grogan

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:

Use and connect mathematical representations – Concrete-Representational-Abstract (CRA)
Facilitate meaningful discourse Pose purposeful questions Build procedural fluency from conceptual understanding Support productive struggle in learning mathematics Elicit and use evidence of student thinking Direct-Systemic Small Group Instruction for Tier 2 / Tier 3 instruction Cognitive engagement with content Formative assessment and actionable feedback Writing to learn

Rationale:

CRA - Effective teaching of mathematics engages students in making connections among mathematical representations to deepen understanding of mathematics concepts and procedures and as tools for problem-solving. Discourse - Effective teaching of mathematics facilitates discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments. Questioning - Effective teaching of mathematics uses purposeful questions to assess and advance students' reasoning and sense making about important mathematical ideas and relationships. Fluency - Effective teaching of mathematics builds fluency with procedures on a foundation of conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve contextual and mathematical problems. Struggle - Effective teaching of mathematics consistently provides students, individually and collectively, with opportunities and support to engage in productive struggle and develop perseverance as they grapple with mathematical ideas and relationships. Thinking – Effective teaching of mathematics uses evidence of student thinking to assess progress toward mathematical understanding and to adjust instruction continually in ways that support and extend learning.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

PD for Math teaching practices

Person Monitoring:

Valencia Gore and Amy Greth

By When/Frequency:

ongoing

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

Provide PD which will help to employ instructional practices and routines that promote student-centered learning such as higher-order questioning, problem-solving routines, Play-Explore-Investigate (PEI) routine, Number Sense Making routines, and collaborative structures. Throughout the year, the ILT will utilize the MTR coaching tool to provide feedback to individual teachers and communicate and highlight evidence-based practices impacting student achievement with the entire staff.

Action Step #2

Instructional Implementation

Person Monitoring:

Valencia Gore and Amy Greth

By When/Frequency:

teaching/ weekly

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

Ensure the consistent implementation of data-driven core and small-group instruction by providing appropriate instructional supports for all students, monitoring instructional fidelity and student progress, and using frequent progress monitoring to identify students needing intervention, remediation, or enrichment.

Action Step #3

PLC for making data driven decisions

Person Monitoring:

Valencia Gore and Amy Greth

By When/Frequency:

PLCs/ Monthly

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

Utilize multiple forms of formative assessment to plan and utilize differentiated resources to inform future instruction, including students' writing to assess understanding, identify misconceptions, and guide instruction. Based on assessment data, identify students needing additional support, evaluate the effectiveness of interventions, and adjust instructional plans accordingly.

Area of Focus #3

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

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

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

Our current level of performance is 65% proficiency with 42% proficiency for our black subgroup and 15% for our ESE subgroup, as evidenced by 8th grade Statewide Science Assessment. The problem/gap is occurring due to:

- Monitoring to take action in the classroom was not evident in all classes
- Lack of fidelity in the Lunch and Learn groups
 - lack of reliability of progress monitoring during lunch and learn groups
 - lack of time due to lunch period
- Implementation of lessons from Collaborative planning
- Cycle 2 not provided to all scholars during the window, which provided unreliable data once they took the assessment

Measurable Outcome

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

Our current level of performance in 8th grade is 65% proficiency, as evidenced on the Spring 2026 Grade 8 Statewide Science Assessment.

We expect our performance level to be 75% by the 2026-2027 SSA.

Our current level of performance in 7th grade is 66% average, as evidenced on the Science Grade 7 Reg/Adv & Accelerated Final Exams

- Our current level of ELA performance for our 7th graders going into 8th grade is at a 70%

We expect our performance level to be 71% by the 2026-2027 7th grade Final Exams.

Our current level of performance in 6th grade is 66% average, as evidenced on the Science Grade 6 Reg/Adv & Accelerated Final Exams

We expect our performance level to be 71% by the 2026-2027 6th grade Final Exams.

Monitoring

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

Progress monitoring for the Science goals will include PLC Teams reviewing Science data:

- Unit Assessments
- District Exams
- Mock Assessments
- teacher made formative assessments
- Instructional Leadership Team (ILT) walkthroughs

Person responsible for monitoring outcome

Kevin Schottler, Amy Pendergrass, Ashley Grogan, Valencia Gore

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:

- Frequent, intentional formative assessment embedded within daily instruction
- Ongoing progress monitoring aligned to current teaching as well as spiraled standards from previous content/grade levels
- Use of checks for understanding that make student thinking visible (e.g., writing, discussion, quick responses)
- Data-driven instructional adjustments based on student performance
- Collaborative analysis of student data to inform planning and intervention

Rationale:

Formative assessment is one of the most powerful tools for improving student learning when it is used to inform instruction, not just measure it. Research demonstrates that when teachers consistently gather evidence of student understanding and adjust instruction accordingly, student achievement improves significantly. Effective formative assessment practices make learning visible. When students are asked to write, explain, discuss, or demonstrate their thinking, teachers gain immediate insight into what students understand and where misconceptions exist. This allows for timely, targeted responses that prevent small misunderstandings from becoming larger learning gaps. Ongoing progress monitoring solidifies learning. By revisiting key skills and tracking growth over time, teachers reinforce learning, support retention, and ensure that students are building toward mastery of Science standards. This process also helps students see their own progress, which increases motivation and ownership. Formative assessment also serves to stretch thinking. Well-designed checks for understanding go beyond recall and require students to explain, justify, and apply their knowledge. This aligns instruction to the rigor of grade-level standards and prepares students for the demands of benchmark assessments. Finally, the impact of formative assessment is amplified through collaborative professional practices. When teachers work together to analyze student data, identify trends, and plan next steps, they are better able to respond to student needs. Ongoing cycles of assessment, analysis, and instructional adjustment create a responsive system that continuously improves teaching and learning.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Monitoring and Taking Action during Collaborative Planning

Person Monitoring:

Kevin Schottler and Amy Pendergrass

By When/Frequency:

Planning or PLC/Bi-weekly

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

Define and communicate what effective formative assessment looks like across classrooms. Use common formative assessments and skill-based checks to track progress over time (e.g., End of Unit Assessments). By doing this, teachers consistently use formative assessment to guide instruction. While collaboratively planning plan immediate small group pop-ups (reteach, small group, extension).

Action Step #2

Monitoring and Taking Action in the Classroom

Person Monitoring:

Kevin Schottler and Amy Pendergrass

By When/Frequency:

classroom/weekly

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

In the classroom, incorporate frequent checks for understanding (e.g., quick writes, exit tickets, discussion protocols) to reveal students' depth of understanding. Based on responses, implement small group pop-ups that were previously planned in collaborative planning. This will help to make student thinking visible through writing, discussion, and tasks. As well as adjust instruction in real time based on student needs.

Action Step #3

Monitoring and Taking Action Debrief in PLC

Person Monitoring:

Kevin Schottler and Amy Pendergrass

By When/Frequency:

Monthly/ PLC

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

Facilitate regular data meetings where teachers:

- o Review student work and assessment results
- o Identify trends and priority needs (create small group pop-ups to be ready for in the moment changes)
- o Plan targeted instructional responses

Regular data meetings will help students demonstrate steady progress toward Science standards proficiency.

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.

During the 2026–2027 school year, the Social Studies Department will focus on strengthening students' literacy skills and content knowledge across Civics, U.S. History, World History, and Pre-AP

History courses. Emphasis will be placed on improving students' ability to read, analyze, write, and think critically about historical and civic concepts while increasing overall academic achievement. Teachers will implement evidence-based literacy strategies, document-based questioning, argumentative writing opportunities, and data-driven instructional practices to support student learning. The department's goal is to increase Civics EOC proficiency from 86% to 91% and improve average scores on the U.S. History, World History, and Pre-AP History final exams by at least five percentage points.

Analysis of prior-year assessment data revealed a need to improve student performance in both content mastery and literacy-based skills. While Civics students demonstrated strong achievement with an 86% proficiency rate on the Civics EOC, increasing proficiency remains essential due to the assessment's impact on the school grade and the department's commitment to high academic standards. Additionally, final exam averages in U.S. History (59%), World History (48%), and Pre-AP History (51%) indicate opportunities for growth in students' reading comprehension, historical thinking, writing, and retention of content knowledge. Strengthening literacy instruction within the social studies classroom will support deeper understanding of complex texts and historical concepts, ultimately leading to improved student achievement across all grade levels and courses.

Measurable Outcome

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

In the 2026-27 school year, the Civics team will focus on improving the proficiency rate on the Civics EOC from 86% to 91%. As the state tested course in middle school social studies, the Civics EOC contributes to the school grade.

In the 2026-27 school year, the History team will focus on improving student reading and writing in the content area. With this focus, the History team will support students learning to think historically, build knowledge, and retain understanding. In the 2026-27 school year, the History team will focus on improving the student average on the U.S. History final exam from 59% to 64%/ The World History final exam from 48% to 53%, and the Pre-AP final exam from 51% to 56%.

Monitoring

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

Progress monitoring for the Social Studies goals will include PLC Teams reviewing Social Studies program data:

- Unit assessments
- Mock assessments
- teacher made formative assessments
- Instructional Leadership Team (ILT) walkthroughs

This data will help to drive decisions on the level of supports needed for Social Studies teachers.

Person responsible for monitoring outcome

Kevin Schottler and Maxwel Stone

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:

Cognitive Engagement with Content – The Writing Revolution and Document Based Questions
Scaffolded and differentiated instruction with corrective feedback

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Collaborative Plan to Increase Literacy Skills in Social Studies

Person Monitoring:

Kevin Schottler and Maxwel Stone

By When/Frequency:

Planning/ bi-weekly

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

Provide professional learning on key strategies from The Writing Revolution, from sentence-level strategies to paragraph and essay writing. Follow up during Collaborative Planning, break upcoming reading into chunks and plan sentence frames and questions for students to respond to while reading as quick comprehension checks. Also, develop writing prompts that require students to explain, justify, and analyze using text evidence.

Action Step #2

Teaching to Increase Literacy Skills in Social Studies

Person Monitoring:

Kevin Schottler and Maxwel Stone

By When/Frequency:

Classroom/weekly

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

Implement plan to support student analysis of historical documents with a document analysis tool that asks students to analyze the source, context and possible corroboration for the document. Improve

organizational and study skills by teaching students to paraphrase, take notes, summarize, and make outlines. Also, 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.

Action Step #3

PLCs to Increase Literacy Skills in Social Studies

Person Monitoring:

Kevin Schottler and Maxwell Stone

By When/Frequency:

PLC/Monthly

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

Analyze student work during PLCs to make data informed decisions for planning lessons. Create flexible grouping to help reteach or extend learning for scholars. Additionally, to increase complexity of Literacy skills from "The Writing Revolution".

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.

Area of Focus: Reducing Disproportionate Discipline and Increasing Positive Behavioral Outcomes for Black Students

Description:

During the 2026–2027 school year, the school will focus on reducing disciplinary incidents and increasing positive behavioral outcomes for Black students through the implementation of proactive, relationship-centered, and restorative behavioral supports. Staff will strengthen positive student-teacher relationships, utilize restorative practices, implement culturally responsive classroom management strategies, and provide targeted behavioral interventions to support student success. This focus will promote a positive school climate, increase student engagement, maximize instructional time, and ensure that all students have equitable access to learning opportunities. Progress will be monitored through discipline referral data and behavioral trend analyses in MTSS meetings.

Rationale:

A review of prior-year discipline data identified a significant disproportionality in disciplinary referrals for Black students, with a Referrals Risk Ratio of 3.15. This indicates that Black students were more than three times as likely to receive disciplinary referrals compared to their peers. Excessive disciplinary referrals can lead to lost instructional time, decreased academic performance, weakened school connectedness, and negative impacts on student achievement and well-being. The data

highlights the need for intentional efforts to create equitable behavioral systems that emphasize prevention, relationship-building, and restorative responses to student behavior. By implementing evidence-based behavioral supports and fostering a positive and inclusive school culture, the school aims to reduce discipline disparities, improve student outcomes, and ensure that all students feel valued, supported, and connected to their learning environment.

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.

During the 2025-2026 school year, our referral risk-ratio for our black scholars was a 3.15. During the 2026-2027, we will decrease our referral risk-ratio to 2.15. The top 3 areas of referrals are:

- Fighting
- Class disruption
- Horseplay

We will decrease the referral risk-ratio by incorporating deescalation trainings for teachers, incorporating groups led by the student service team for black scholars identified in MTSS, and creating student-centered, engaging classroom lessons.

Monitoring

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

Referral data will be reviewed at bi-weekly MTSS meetings. During meetings, a review of interventions in place for scholars will be analyzed and adjusted, after a 4-5 week implementation period (this will coincide with progress reports and report card dates). With a systematic approach to monitoring behavior and implementing teired interventions, we will decrease our referral data for black scholars and improving the liklihood of academic progress.

Person responsible for monitoring outcome

Kevin Schottler, Valencia Gore, Ashley Grogan, Martinique Kelty, Magdalena April

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:

• Positive Behavioral Interventions and Supports (PBIS) • Small group pop-up to with student service team • Restorative Practices • Relationship-Based Classroom Management • Behavior Progress Monitoring • Check-In/Check-Out Mentoring Systems • Data-Based Decision Making

Rationale:

Research indicates that schools achieve stronger behavioral and academic outcomes when behavior systems are preventative, consistent, and focused on teaching expected behaviors. Positive relationships, restorative approaches, and targeted behavioral interventions increase student engagement, reduce office discipline referrals, and improve students' sense of belonging and connectedness to school. Effective schools regularly analyze discipline data to identify trends and implement supports that promote positive behavior and equitable outcomes.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Training and Capacity Building for Equitable Behavioral Supports

Person Monitoring:

Kevin Schottler, Valencia Gore, Ashley Grogan,
Martinique Kelty, Magdalena April

By When/Frequency:

Ongoing

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

Provide ongoing professional learning and coaching for staff on PBIS, restorative practices, culturally responsive classroom management, de-escalation strategies, and relationship-centered approaches. Establish clear schoolwide behavioral expectations and systems to ensure consistent implementation of positive behavior supports across all classrooms and settings.

Action Step #2

Implementation of Tiered Behavioral Supports and Student Engagement Practices

Person Monitoring:

Kevin Schottler, Valencia Gore, Ashley Grogan,
Martinique Kelty, Magdalena April

By When/Frequency:

Ongoing

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

Implement schoolwide PBIS practices, restorative conversations, and explicit instruction in behavioral expectations, self-management, conflict resolution, and positive decision-making. Establish mentoring, Check-In/Check-Out, adult advocate programs, and individualized behavior support plans for identified students. Increase opportunities for student leadership, voice, and engagement to strengthen school connectedness and promote positive behavioral outcomes.

Action Step #3

Analyze Behavioral Data and Adjust Supports

Person Monitoring:

Kevin Schottler, Valencia Gore, Ashley Grogan,
Martinique Kelty, Magdalena April

By When/Frequency:

MTSS/ bi-weekly

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

Conduct monthly reviews of discipline and behavior data to identify trends, monitor disproportionality,

and evaluate the effectiveness of behavioral interventions. Use data from referrals, behavior support plans, mentoring programs, and student engagement measures to make adjustments, develop targeted supports, and ensure progress toward reducing the Referrals Risk Ratio and improving equitable student outcomes.

Area of Focus #6

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

Description:

ESE teachers and case managers will collect and analyze student IEP goal progress monitoring data using district-approved digital platforms on a biweekly basis and during each reporting period. Data will be reviewed collaboratively to evaluate student growth, identify areas requiring additional intervention, and adjust instructional strategies as needed. Progress monitoring reports and data graphs will be shared with families to foster communication and partnership in supporting student achievement. The effectiveness of this initiative will be measured by an increased percentage of students meeting or exceeding their annual IEP goals, demonstrating improved outcomes for students receiving exceptional student education services.

Rationale:

Due to a 21% decrease in ELA proficiency and a 35% decrease in Math proficiency we will focus on regular collection and analysis of IEP goal progress monitoring data ensures that instructional decisions are based on student performance and individual needs. By utilizing digital data systems to monitor progress, ESE teachers and case managers can identify trends, adjust interventions, and provide timely support to students who are not making adequate progress toward their IEP goals. Consistent review of data promotes accountability, strengthens collaboration among educators and families, and ensures compliance with federal and state requirements. This data-driven approach supports continuous improvement efforts and increases the likelihood that students with disabilities will achieve their individualized academic, behavioral, and functional goals.

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.

By the end of each reporting period, 100% of students receiving ESE services will have documented progress monitoring data entered into the digital data system, resulting in at least 75% of students meeting or exceeding their expected rate of progress toward annual IEP goals.

Monitoring

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

Implementation of this Area of Focus will be monitored through biweekly reviews of progress monitoring data entered into district-approved digital data systems. ESE teachers and case managers will participate in collaborative data discussions to ensure timely data collection, accurate documentation, and consistent implementation of instructional strategies and interventions aligned to students' IEP goals. Administrators and ESE leadership will conduct periodic audits of progress monitoring records, data reports, and compliance documentation to verify fidelity of implementation. Impact will be measured by analyzing student growth trends during each reporting period and evaluating the percentage of students making adequate progress toward or meeting their annual IEP goals. Data will be disaggregated by grade level, disability category, and goal area to identify strengths, barriers, and needed supports. Findings will be shared with teachers and families to inform instructional adjustments and intervention planning. Success will be demonstrated through an increase in the percentage of students meeting IEP goals, improved rates of progress toward annual targets, and evidence-based instructional decisions resulting from ongoing data analysis.

Person responsible for monitoring outcome

Kevin Schottler, Ashley Grogan, Louis Bruno, Kathleen Clarke, Matthew Reitz

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:

Progress monitoring reports, ESE Service logs, and data graphs

Rationale:

The use of evidence-based interventions, progress monitoring reports, ESE service logs, and data graphs provides a systematic approach to evaluating student growth and the effectiveness of specialized instruction. Progress monitoring data and visual data displays allow educators to identify trends, measure student response to interventions, and make timely instructional adjustments to support the attainment of IEP goals. ESE service logs ensure that students receive the services and accommodations outlined in their Individualized Education Programs with fidelity and consistency. Regular analysis of these data sources promotes accountability, strengthens compliance with federal and state requirements, and supports collaborative decision-making among teachers, case managers, administrators, and families. By using multiple sources of data to guide instruction and interventions, the ESE department can improve student achievement, increase the percentage of students meeting their IEP goals, and ensure that services are effectively aligned to individual student needs.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Progress monitoring and data entry procedures

Person Monitoring:

Ashley Grogan and Matthew Reitz

By When/Frequency:

PLC/ Quarterly

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

Provide professional learning to ESE teachers and case managers on progress monitoring procedures, digital data systems, evidence-based interventions, and documentation requirements for IEP goals.

Action Step #2

Collecting Documentation with Fidelity

Person Monitoring:

Ashley Grogan and Matthew Reitz

By When/Frequency:

Planning/ bi-weekly

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

Implement consistent progress monitoring process by collecting and documenting IEP goal data, maintaining ESE service logs, and utilizing evidence-based interventions with fidelity.

Action Step #3

Analysis of the system

Person Monitoring:

Kevin Schottler, Ashley Grogan, Matthew Reitz,
Louis Bruno, Kathleen Clake,

By When/Frequency:

Progress alert and report card meetings/bi-
quarterly

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

Analyze progress monitoring reports, ESE service logs, and student data graphs during collaborative data meetings to evaluate effectiveness, identify trends, and adjust interventions and instructional supports.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

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.

Description:

The school will focus on improving student attendance and reducing chronic absenteeism by strengthening attendance monitoring systems, increasing family engagement, and providing targeted supports for students with medical and health-related attendance challenges. The school will implement early identification procedures, conduct attendance reviews, collaborate with families and community partners, and provide academic and social-emotional supports to help students remain connected to learning. Efforts will also focus on minimizing learning loss for students with frequent medical absences through consistent communication, access to instructional resources, and intervention supports.

Rationale:

A review of attendance data from the previous school year revealed that a significant portion of student absences were related to documented medical concerns. While many of these absences are unavoidable, excessive time away from school can negatively impact academic achievement, student engagement, and social-emotional well-being. Data also indicate that students with high rates of absenteeism are more likely to experience learning gaps and lower academic performance. Therefore, the school will focus on strengthening systems that support students and families, improve attendance monitoring, and ensure students remain engaged in learning despite medical-related attendance challenges.

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.

During 2025-2026, 18% of the school population had an absence rate below 90%. By the end of the 2026-2027 school year, we will decrease the amount of scholar's absent below 90% throughout the school year to 13%.

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.

Attendance data will be monitored at CST meetings, bi-weekly. After reviewing attendance information, the team will discuss interventions that are in place and make adjustments based on analysis of information.

Person responsible for monitoring outcome

Kevin Schottler, Valencia Gore, Ashley Grogan, Matthew Reitz, Derrica Fletcher

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:

Tiered Attendance Intervention Framework (MTSS for Attendance) -Universal attendance expectations and incentives for all students. -Targeted interventions for students approaching chronic absenteeism. -Intensive case management for students with significant attendance concerns.

-Attendance Success Plans

Rationale:

The Tiered Attendance will help to give individualized interventions for scholars based on their needs. The team will then be able to monitor and analyze the data bi-weekly to make data driven decisions.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Build Staff Capacity and Awareness

Person Monitoring:

Kevin Schottler, Valencia Gore, Ashley Grogan,
Derrica Fletcher

By When/Frequency:

Ongoing/ Grade-level meetings

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

-Train staff on attendance procedures, early warning indicators, and strategies for supporting students with chronic medical absences.

-Review attendance expectations and intervention protocols with teachers and support staff.

Action Step #2

Implement Attendance and Engagement Supports

Person Monitoring:

Kevin Schottler, Valencia Gore, Ashley Grogan,
Derrica Fletcher

By When/Frequency:

CST/ bi-weekly

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

-Conduct regular attendance reviews and identify students at risk for chronic absenteeism.

-Develop individualized attendance support plans for students with recurring medical absences.

-Increase communication with families regarding attendance, available supports, and academic recovery opportunities.

-Connect families with school and community resources as appropriate.

Action Step #3

Monitor Data and Adjust Interventions

Person Monitoring:

Kevin Schottler, Valencia Gore, Ashley Grogan,
Derrica Fletcher

By When/Frequency:

CST/ bi-weekly

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

- Review attendance data monthly to identify trends and evaluate intervention effectiveness.
- Monitor academic performance and engagement of students with chronic absences.
- Adjust supports based on attendance patterns, family feedback, and student needs.

Area of Focus #2

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

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

Description:

During the 2026–2027 school year, the school will focus on increasing the fidelity and consistency of PBIS implementation across all grade levels. Staff will provide explicit instruction of behavioral expectations, consistently recognize and reinforce positive behaviors, and utilize PBIS points to encourage student engagement and positive decision-making. Through a comprehensive schoolwide PBIS framework, the school will create a positive learning environment that promotes student success, reduces behavioral disruptions, increases instructional time, and strengthens students' school connectedness.

Rationale:

A review of PBIS implementation data from the previous school year revealed inconsistent use of the school's positive reinforcement system. Only 14% of staff members actively utilized PBIS points at the expected level, issuing between 60 and 200 points per day. This inconsistency limited opportunities for students to receive positive feedback and recognition for meeting behavioral expectations. Research demonstrates that consistent implementation of PBIS practices improves student behavior, increases engagement, strengthens school climate, and reduces disciplinary incidents. Because positive reinforcement is a foundational component of PBIS, increasing staff participation and implementation fidelity is a critical need. Strengthening PBIS implementation will help establish consistent expectations across campus, promote positive student behaviors, and support a safe and productive learning environment for all students.

Measurable Outcome

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

We will increase from 14% of staff actively using PBIS to 50% of staff actively using the PBIS

Rewards. We will accomplish this goal by actively monitoring points given by staff and discussing it at grade level meetings. Incentives will be provided to teachers that are actively using PBIS Rewards.

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.

PBIS Rewards data will be monitored at MTSS meetings which are held on a bi-weekly basis.

Person responsible for monitoring outcome

Kevin Schottler, Valencia Gore, and Ashley Grogan

Evidence-based Intervention:

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

Description of Intervention #1:

Provide teachers and staff with ongoing training on effective PBIS practices, followed by regular coaching and performance feedback. Administrators and PBIS team members monitor PBIS point usage, share implementation data with staff, recognize staff members who consistently implement PBIS with fidelity, and provide individualized support to those needing additional assistance.

Rationale:

-Increases staff accountability and implementation fidelity. -Builds understanding of the purpose and impact of positive reinforcement. -Reinforces desired staff behaviors through recognition and incentives. -Creates a culture where PBIS is viewed as a schoolwide responsibility rather than an individual choice. -Research shows that coaching and performance feedback are among the most effective methods for sustaining PBIS implementation.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

The "Why" Behind PBIS

Person Monitoring:

Kevin Schottler, Ashley Grogan, Martinique Kelty

By When/Frequency:

Faculty meetings/ On going

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

Create a year-long experience with PBIS to incentivize teachers to use PBIS. This will help to provide the reason behind why the program works. Additionally, teachers that are actively using the points will

be able to experience the joy that an incentive creates.

Action Step #2

Monitoring PBIS

Person Monitoring:

Kevin Schottler, Ashley Grogan, Martinique Kely

By When/Frequency:

MTSS/ Bi-weekly

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

Monitoring the PBIS point report data will help to monitor the teachers that are using the PBIS rewards. When looking at the data, it will help to drive the course of ongoing PD/ incentives. For example, if the data shows a rise in staff using the PBIS rewards system, then we can focus on celebrations and incentives. If there isn't an increase in data, we need to revisit PD and implementation guidelines in the classroom.

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.

Thurgood Marshall Fundamental Middle School's School Improvement Plan (SIP) will be disseminated to all stakeholders during monthly SAC and Learning Lab meetings. During the initial meetings in August, we will gather feedback from the school community, adjust the plans, and recommunicate the updates so that we can work together to track progress throughout the year. On the 2nd Monday of every month, our team will conduct face-to-face and virtual offerings for SAC and Learning Lab where the SIP is reviewed, data is provided to the community to track progress towards goals, and interventions and strategies are discussed to share the processes being used to reach our communicated goals. Each month, parents, students, staff, and local community members will be able to ask questions, provide feedback, and collaborate in the decision making process.

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

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)).

Thurgood Marshall Fundamental requires parent involvement as agreed upon by the Fundamental Contract. Parents are to attend 8 meetings per year. TMFMS always projects attendance based on the event type. On average, 100 families participated each month in one or more of our meeting/event opportunities during the 2025-2026 school year. We will continue to track with QR code check-

ins and Microsoft Forms to determine attendance for all family events and meetings. SAC/PTA will be on the 2nd and 4th Monday of every month. SAC is conducted virtually on TEAMS and is open to all families for problem solving workshops based on SIP need/goal. PTA is in person monthly and focuses on student life, parental involvement, and academic support at home. This year, we are adding the Jaguar Journey as a monthly virtual meeting that was created based on feedback from the previous year's Jaguar Journey. The Jaguar Journey will focus on how to use the various computer platforms, the roll electives play in the lives of scholars, and how families can best support their child at different times of the year. Back-to-School Night in September will engage families in meeting with teachers, identifying instructional goals, and continuing to build relational capacity with all stakeholders.

TMFMS leadership will ensure that Focus is updated with fidelity to ensure that the gradebook is an accurate reflection of their progress toward mastery.

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

Plans to Strengthen the Academic Program

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

The school will strengthen its academic program by focusing on creating and maintaining learning environments that maximize instructional time and support high-quality teaching and learning. To ensure all students have access to an enriched and accelerated curriculum, the school will prioritize reducing classroom and campus disruptions through the consistent implementation of Positive Behavioral Interventions and Supports (PBIS), restorative practices, and proactive classroom management strategies. By minimizing behavioral disruptions and increasing student engagement, students will have greater access to rigorous instruction and meaningful learning opportunities. Additionally, the school will invest in the recruitment, retention, and ongoing development of highly effective instructional staff. Professional learning opportunities will focus on data-driven instruction, differentiation, literacy across content areas, and the use of formative assessment practices to meet the diverse needs of learners. Teachers will engage in collaborative planning and data analysis to identify learning gaps, monitor student progress, and provide targeted interventions and enrichment opportunities.

To further increase the amount and quality of learning time, the school will implement a year-long focus on de-escalation and relationship-centered classroom practices. Staff will receive training and coaching on proactive behavior management techniques that address student needs before behaviors escalate and result in lost instructional time. Through these efforts, the school will

strengthen both its academic and positive culture initiatives, ensuring that students experience a safe, supportive, and academically challenging environment that promotes achievement and college and career readiness.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

The Thurgood Marshall Fundamental Middle School Improvement Plan is developed through coordination and integration of federal, state, district, school, and community resources to address the academic, behavioral, and family engagement needs of students. School leadership collaborates with stakeholders, including teachers, families, counselors, support staff, and community partners, to ensure resources are aligned to support student success.

The school works closely with its Family Community Liaison, School Counselors, School Social Worker, School Psychologist, and community mentors to connect students and families with essential services and supports. Community resources available to families include HEAT, Clothes to Kids, internet access hotspots, All Pro Dads, Closing the Achievement Gap, the Jaguar Journey Program, and the Men of Today, Yesterday, and the Future Mentoring Program. These partnerships help address barriers that may impact student attendance, engagement, behavior, and academic achievement.

The school also coordinates targeted supports for students with disabilities and Black scholars to ensure equitable access to high-quality instruction, enrichment opportunities, and behavioral supports. Strategies include implementing culturally responsive instructional practices, analyzing academic and behavioral data to identify achievement gaps, providing targeted interventions and mentoring opportunities, fostering positive student-adult relationships, and engaging families as partners in student success. The school will also provide professional learning for staff focused on culturally responsive teaching, restorative practices, and strategies to increase student engagement and achievement.

Additionally, the school integrates its School Improvement Plan goals with district initiatives, Positive Behavioral Interventions and Supports (PBIS), Multi-Tiered Systems of Support (MTSS), school counseling services, mentoring programs, and family engagement efforts. These coordinated supports help create a safe, supportive, and academically rigorous environment that promotes student achievement and positive outcomes for all learners.

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)).

Thurgood Marshall Fundamental Middle School ensures that students receive comprehensive support beyond academics through a coordinated system of counseling, mental health services, mentoring, and social-emotional learning opportunities. The school's Student Services Team and Child Study Team (CST) work collaboratively to identify and address students' social, emotional, behavioral, and mental health needs.

School counselors provide individual and small-group counseling services, academic and career planning, social-emotional support, and regular check-ins for students requiring additional assistance. The School Social Worker provides school-based mental health services, crisis intervention, case management, and referrals to community-based agencies when additional support is needed. School counselors, the social worker, administrators, and teachers work together to implement restorative practices, peer mediation, conflict resolution strategies, and behavior interventions that help students develop self-awareness, self-management, responsible decision-making, and positive relationship skills.

The Family and Community Liaison coordinates mentoring opportunities through community partners, family volunteers, and approved mentors who have completed Level 2 background screening requirements. These mentoring programs provide students with positive adult role models, support goal setting, strengthen school connectedness, and promote personal growth.

To further support student well-being, all instructional staff and designated personnel receive Youth Mental Health First Aid training, equipping them with the knowledge and skills to recognize signs of mental health concerns, respond appropriately, and connect students with needed supports. Through these coordinated efforts, the school fosters a safe, supportive, and inclusive environment that promotes students' social-emotional development, resilience, leadership skills, and overall well-being.

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)).

Thurgood Marshall Fundamental Middle School prepares students for postsecondary education and future workforce opportunities by providing access to rigorous coursework, college and career readiness programs, and Career and Technical Education (CTE) pathways. Students are encouraged to engage in challenging academic experiences that build the knowledge, skills, and habits necessary for success in high school, college, and future careers.

Students have opportunities to earn high school credit while in middle school through courses such as Algebra 1 Honors, Geometry Honors, English 1 Honors, Pre-AP World History, Earth Space Science, Pre-AP Art, Spanish 1 and Spanish 2, and French 1 and French 2. These accelerated learning opportunities allow students to begin earning high school credits and prepare for advanced coursework in high school.

The school's AVID program is designed to close opportunity gaps and develop college and career readiness skills through academic support, organizational strategies, goal setting, critical thinking, collaboration, communication, and leadership development. AVID students participate in activities that increase awareness of postsecondary options and build the skills necessary for success in a diverse and global society.

Students also have access to Career and Technical Education (CTE) courses that expose them to career pathways and workforce skills while providing opportunities to earn industry certifications. Additionally, accelerated learning opportunities are available for eligible sixth- and seventh-grade students, allowing them to access advanced coursework earlier in their academic careers.

These opportunities are available to all students, including students participating in the Center for Gifted Studies, ensuring equitable access to rigorous academics, career exploration, and college readiness experiences. Through these programs, students develop the academic foundation, workforce competencies, and postsecondary awareness necessary for success in high school and beyond.

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)).

Thurgood Marshall Fundamental Middle School ensures that students receive comprehensive support beyond academics through a coordinated system of counseling, mental health services, mentoring, and social-emotional learning opportunities. The school's Student Services Team and Child Study Team (CST) work collaboratively to identify and address students' social, emotional, behavioral, and mental health needs.

School counselors provide individual and small-group counseling services, academic and career planning, and regular check-ins for students requiring additional assistance. The School Social Worker provides school-based mental health services, crisis intervention, case management, and

referrals to community-based agencies when additional support is needed. School counselors, the social worker, administrators, and teachers work together to implement restorative practices, peer mediation, conflict resolution strategies, and behavior interventions that help students develop self-awareness, self-management, responsible decision-making, and positive relationship skills.

The Family and Community Liaison coordinates mentoring opportunities through community partners, family volunteers, and approved mentors who have completed Level 2 background screening requirements. These mentoring programs provide students with positive adult role models, support goal setting, strengthen school connectedness, and promote personal growth.

To further support student well-being, all instructional staff and designated personnel receive Youth Mental Health First Aid training, equipping them with the knowledge and skills to recognize signs of mental health concerns, respond appropriately, and connect students with needed supports. Through these coordinated efforts, the school fosters a safe, supportive, and inclusive environment that promotes students' social-emotional development, resilience, leadership skills, and overall well-being.

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)).

Thurgood Marshall Fundamental Middle School is committed to providing ongoing professional learning opportunities for teachers, paraprofessionals, and other school personnel to strengthen instructional practices, improve the use of academic data, and support student achievement. Staff members participate in a variety of district and school-based professional development activities designed to build instructional capacity, enhance student engagement, and promote continuous improvement.

Professional learning opportunities include District-Wide Trainings (DWTs), curriculum module rollouts, content-specific training, AVID professional development, and school-based workshops focused on instructional best practices, data analysis, differentiation, literacy strategies, classroom management, and technology integration. Faculty meetings, grade-level meetings, professional learning communities (PLCs), committee meetings, and AVID strategy walks are intentionally structured to support collaborative planning, the analysis of student performance data, and the implementation of evidence-based instructional practices.

Throughout the school year, instructional staff engage in regular data discussions to monitor student progress, identify learning gaps, and adjust instruction to meet the needs of all learners. School leaders provide ongoing feedback, coaching, and support through classroom walkthroughs, collaborative planning sessions, and targeted professional learning aligned to school improvement goals.

To strengthen school culture and improve student outcomes, staff also participate in professional

learning focused on Positive Behavioral Interventions and Supports (PBIS), restorative practices, de-escalation strategies, culturally responsive teaching, and social-emotional learning. During the summer, teacher leaders and school teams attend specialized training opportunities such as the PBIS Reboot, AVID Summer Institute, curriculum planning sessions, and other district-sponsored learning experiences that support the implementation of schoolwide initiatives.

The school works collaboratively with the district to recruit and retain highly effective educators by fostering a positive professional culture, providing leadership opportunities, supporting mentorship and professional growth, recognizing staff accomplishments, and ensuring access to high-quality professional learning. These efforts help build teacher capacity, increase instructional effectiveness, and support the retention of highly qualified staff, particularly in critical content areas and high-need subjects.

Strategies to Assist Preschool Children

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

NA

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

TMFMS has engaged with the district ISD over the summer to review:

- Previous schedules our V.E. Teachers followed
- Unique Skills classes
- Groupings of scholars and their IEP minutes

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).

Unique Skills is proving to be an ineffective model, research shows that bringing scholars to the intervention is not as effective as bringing the intervention to the scholars. Therefore, we are focusing on enhancing our co-facilitation model in Math and ELA/Reading classes for the upcoming school year. Also, splitting the Unique Skills class between the VE teacher that supports ELA and the VE teacher that supports Math to ensure scholars are receiving quality instruction. Additionally, we will be honing the criteria to be more selective of which scholars truly need Unique Skills Curriculum in order to be successful.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00