

Pinellas County Schools

TARPON SPRINGS MIDDLE SCHOOL



2026-27 Schoolwide Improvement Plan

Table of Contents

- SIP Authority 1
- I. School Information 2
 - A. School Mission and Vision 2
 - B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2
 - C. Demographic Data..... 9
 - D. Early Warning Systems 10
- II. Needs Assessment/Data Review 13
 - A. ESSA School, District, State Comparison 14
 - B. ESSA School-Level Data Review 15
 - C. ESSA Subgroup Data Review 16
 - D. Accountability Components by Subgroup..... 17
 - E. Grade Level Data Review 20
- III. Planning for Improvement..... 21
- IV. Positive Learning Environment 36
- V. Title I Requirements (optional)..... 38
- VI. ATSI, TSI and CSI Resource Review 43
- VII. Budget to Support Areas of Focus 44

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

Provide a quality and rigorous educational setting that promotes safe, responsible, and respectful citizens who are prepared for continued education, career, and life.

Provide the school's vision statement

To cultivate a learning environment that ensures achievement of all scholars.

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

Dr. Ray Dudley

dudleyra@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 increase school and student outcomes by prioritizing instruction while effectively balancing the operational, safety, and policy responsibilities of a school-building leader.

ESSENTIAL RESPONSIBILITIES

- Recruits, develops, supports, supervises, evaluates, and retains a compelling and diverse faculty of instructional and support staff with a focus on increased effectiveness and student achievement.
- Models the leadership and follow-through necessary to build collaborative school-based teams
- Maintains high visibility within the school and in the community and works to build high levels of stakeholder engagement across all aspects of the school activities.
- Develops, implements, and monitors strategies and actions to make demonstrated progress toward goals within the School Improvement Plan align with the District Strategic Plan.
- Demonstrates that student learning is a top priority through leadership actions focused on student achievement and success.
- Structures and monitors the school learning environment to improve learning for a diverse student population while deploying safety protocols to foster the well-being of all stakeholders.
- Creates a positive school culture and learning environment through the implementation of equity, restorative practices, Positive Behavioral Interventions and Supports (PBIS), and culturally relevant teaching, to ensure academic opportunity through equity and excellence for every student.
- Oversees and monitors disciplinary procedures for all students in alignment with the Student Code of Conduct.
- Demonstrates research- and evidence-based adult learning strategies and facilitates effective professional learning, which develops highly effective staff members through collaboration, planning, design, and implementation of feedback, coaching, and modeling to improve staff practice.
- Establishes open lines of communication and processes to determine and support stakeholder needs and opportunities for growth. • Brings together diverse groups to build solutions and resolve school-based issues brought forward by students, parents, staff, or the community.
- Utilizes multiple data-based indicators to inform, drive change, and assess progress for school and student improvement initiatives and goals.
- Develops the leadership skills of assistant principals and others preparing for school-based or district positions.
- Engages in structured professional development programs and attends specific principal training to ensure ongoing self-reflection, growth, and improved practices related to the role and responsibilities.
- Develops reports and analysis for district leaders and the community regarding the status and performance of the school.
- Directs resources toward instructional improvement, development, and implementation of quality standards-based curricula.
- Leads and manages organizational processes for school operations, including, but not limited to, student discipline, student attendance, school food service, student transportation, master schedules, extracurricular activities, school finance and financial reporting, asset inventory and maintenance of

the physical plant in alignment with School Board Policy and in ways that maximize the effective use of resources to promote a safe, efficient, and effective learning environment.

- Recommends hiring and termination of school staff.
- Represents the school and district at meetings within the community and other agencies as assigned.
- Performs and promotes all activities in compliance with equal employment and non-discrimination policies of the School Board of Pinellas County, Florida.
- Performs other related duties as required.

Leadership Team Member #2

Employee's Name

Aisha Newton

newtonai@pcsb.org

Position Title

Assistant Principal of Curriculum

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 with 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 increase school and student outcomes through ongoing training, coaching, feedback, and support by prioritizing instruction while effectively balancing operational, safety, and policy responsibilities, as assigned.

ESSENTIAL RESPONSIBILITIES

- Creates the master schedule, testing schedule and supervises academic programming.
- Develops, supports, supervises, and evaluates assigned staff members to support an effective and diverse faculty, focusing on increased effectiveness and student achievement.
- Serves as a member of the school-based leadership team and supports the development and implementation of strategies and actions to make demonstrated progress toward goals within the The School Improvement Plan, which is in alignment with the District Strategic Plan.
- Models the leadership and follow-through necessary to build collaborative school-based teams that ensure curriculum and instruction initiatives are student-focused, researched-based, and aligned with statutes, policies, standards, and improvement plans.
- Supports the schoolwide culture of high expectations, equity, and continuous improvement through sound judgment, consistent development, support, and accountability for themselves and their

assigned teams.

- Actively involved and highly visible within the school and community, supporting stakeholder engagement across assigned school activities.
- Promotes that student learning is a top priority through leadership actions focused on student achievement and success.
- Supports and monitors the school learning environment, which improves learning for a diverse student population.
- Creates a positive school culture and learning environment by implementing equity, restorative practices, Positive Behavioral Interventions and Supports (PBIS), and culturally relevant teaching to ensure academic opportunity through equity and excellence for every Student.
- Responsible for the disciplinary procedures for assigned students, in alignment with the Student Code of Conduct.
- Assists in establishing open lines of communication and processes to determine and support stakeholder needs and opportunities for growth.
- Brings together diverse groups to build solutions and resolve school-based issues brought forward by students, parents, assigned staff, or the community.
- Utilizes multiple data-based indicators to inform, drive change, and assess progress for school and student improvement initiatives and goals.
- Serves as a coach/mentor to teacher leaders or others who are aspiring to take on leadership roles within the school.
- Engages in structured professional development programs and attends specific assistant principal training to ensure ongoing self-reflection, growth, and improved practices related to the role and responsibilities.
 - Develops reports and analysis, under the direction of the Principal, for district leaders and the community regarding the status and performance of the school.
 - Under the direction of the Principal, manages assigned organizational processes for the school operations including, but not limited to, student discipline, student attendance, school food service, student transportation, master schedules, extracurricular activities, textbooks, testing, school finance and financial reporting, asset inventory, and maintenance of the physical plant in alignment with School Board Policy and in ways that maximize the effective use of resources to promote a safe, efficient, and effective learning environment.
 - Represents the school and district at meetings within the community and other agencies as assigned.
 - Performs and promotes all activities in compliance with equal employment and nondiscrimination policies of the School Board of Pinellas County, Florida.
 - Performs other related duties as required.

Leadership Team Member #3

Employee's Name

Brittany Lee

leebr@pcsb.org

Position Title

Assistant Principal of Administration

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 with 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 increase school and student outcomes through ongoing training, coaching, feedback, and support by prioritizing instruction while effectively balancing operational, safety, and policy responsibilities, as assigned.

ESSENTIAL RESPONSIBILITIES

- Creates school wide safety procedures and processes, Supervises Child Study Team, School Activities, and essential inventory items.
- Develops, supports, supervises, and evaluates assigned staff members to support an effective and diverse faculty, focusing on increased effectiveness and student achievement.
- Serves as a member of the school-based leadership team and supports the development and implementation of strategies and actions to make demonstrated progress toward goals within the The School Improvement Plan, which is in alignment with the District Strategic Plan.
- Models the leadership and follow-through necessary to build collaborative school-based teams that ensure curriculum and instruction initiatives are student-focused, researched-based, and aligned with statutes, policies, standards, and improvement plans.
- Supports the schoolwide culture of high expectations, equity, and continuous improvement through sound judgment, consistent development, support, and accountability for themselves and their assigned teams.
- Actively involved and highly visible within the school and community, supporting stakeholder engagement across assigned school activities.
- Promotes that student learning is a top priority through leadership actions focused on student achievement and success.
- Supports and monitors the school learning environment, which improves learning for a diverse student population.

- Creates a positive school culture and learning environment by implementing equity, restorative practices, Positive Behavioral Interventions and Supports (PBIS), and culturally relevant teaching to ensure academic opportunity through equity and excellence for every Student.
- Responsible for the disciplinary procedures for assigned students, in alignment with the Student Code of Conduct.
- Assists in establishing open lines of communication and processes to determine and support stakeholder needs and opportunities for growth.
- Brings together diverse groups to build solutions and resolve school-based issues brought forward by students, parents, assigned staff, or the community.
- Utilizes multiple data-based indicators to inform, drive change, and assess progress for school and student improvement initiatives and goals.
- Serves as a coach/mentor to teacher leaders or others who are aspiring to take on leadership roles within the school.
- Engages in structured professional development programs and attends specific assistant principal training to ensure ongoing self-reflection, growth, and improved practices related to the role and responsibilities.
 - Develops reports and analysis, under the direction of the Principal, for district leaders and the community regarding the status and performance of the school.
- Under the direction of the Principal, manages assigned organizational processes for the school operations including, but not limited to, student discipline, student attendance, school food service, student transportation, master schedules, extracurricular activities, textbooks, testing, school finance and financial reporting, asset inventory, and maintenance of the physical plant in alignment with School Board Policy and in ways that maximize the effective use of resources to promote a safe, efficient, and effective learning environment.
- Represents the school and district at meetings within the community and other agencies as assigned.
- Performs and promotes all activities in compliance with equal employment and nondiscrimination policies of the School Board of Pinellas County, Florida.
- Performs other related duties as required.

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.

All stakeholders are provided an opportunity to provide input on creating and implementing the School Improvement Plan. As data becomes available, it is shared, reviewed, and analyzed to guide and inform the development of school improvement goals. Teachers are aware of the process at the beginning of the year and provide input accordingly. As the SIP is a fluid document, suggestions and revisions by our stakeholders are gathered, and updates are recorded within the plan.

3. SIP Monitoring

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

The administrative team, instructional coach, teachers, parents, and community members will monitor the school improvement plan throughout the school year. School leadership teams will evaluate progress based on PM1, PM2, and district-initiated common assessments. COMPSTAT style meetings will occur, which consists of individualized discussions with teachers regarding student performance. The School Advisory Council may also choose to revise the plan based on input from stakeholders.

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	76.1%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: B 2024-25: A 2023-24: B 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							216	204	194	614
Absent 10% or more school days							46	62	56	164
One or more suspensions							31	20	8	59
Course failure in English Language Arts (ELA)							5	5	12	22
Course failure in Math							8	9	7	24
Level 1 on statewide ELA assessment							33	29	23	85
Level 1 on statewide Math assessment							42	36	90	168
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										0

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							1	1	1	3
Students retained two or more times										0

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment							232	213	199	644
Absent 10% or more school days							57	38	57	152
One or more suspensions							4	25	16	45
Course failure in English Language Arts (ELA)							5	5	12	22
Course failure in Math							8	9	7	24
Level 1 on statewide ELA assessment							22	49	30	101
Level 1 on statewide Math assessment							22	27	24	73
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							17	40	34	91

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							1	1	1	3
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*	61	63	62	62	60	58	57	55	53
Grade 3 ELA Achievement			19			27			21
ELA Learning Gains	58	60	61	57	59	59	51	58	56
ELA Lowest 25th Percentile	52	51	53	49	52	52	52	53	50
Math Achievement*	59	65	65	66	65	63	62	61	60
Math Learning Gains	44	57	62	53	60	62	54	61	62
Math Lowest 25th Percentile	49	52	57	54	59	57	56	59	60
Science Achievement	68	60	57	63	59	54	68	52	51
Social Studies Achievement*	83	81	77	84	79	73	79	75	70
Graduation Rate									
Middle School Acceleration	80	84	82	90	84	77	80	80	74
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					49	53		44	49

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

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

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

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

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	62%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	554
Total Components for the FPPI	9
Percent Tested	95%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
62%	61%	60%	63%	57%	55%	

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	46%	No		
English Language Learners	45%	No		
Asian Students	75%	No		
Black/African American Students	41%	No		
Hispanic Students	55%	No		
Multiracial Students	65%	No		
White Students	68%	No		
Economically Disadvantaged Students	54%	No		

D. Accountability Components by Subgroup

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

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	61%		58%	52%	59%	44%	49%	68%	83%	80%			
Students With Disabilities	25%		45%	56%	34%	38%	37%	39%	66%	73%			
English Language Learners	45%		56%	37%	40%	43%	60%	18%	63%				
Asian Students	83%		76%		84%	50%				82%			
Black/African American Students	31%		32%	41%	38%	36%	33%	40%	73%				
Hispanic Students	57%		61%	45%	50%	44%	52%	56%	61%	67%			
Multiracial Students	67%		61%	58%	67%	62%	58%	63%	83%	70%			
White Students	69%		62%	59%	66%	43%	55%	79%	90%	85%			
Economically Disadvantaged Students	51%		53%	45%	51%	44%	47%	55%	76%	63%			
10/2026													

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	62%		57%	49%	66%	53%	54%	63%	84%	90%			36%
Students With Disabilities	28%		39%	47%	32%	43%	50%	17%	66%				
English Language Learners	25%		40%	29%	29%	37%	31%						36%
Asian Students	77%		75%		85%	75%							
Black/African American Students	40%		52%	44%	40%	52%	50%	36%	68%	69%			
Hispanic Students	53%		54%	50%	56%	51%	40%	50%	79%	91%			41%
Multiracial Students	61%		57%		56%	41%			85%				
White Students	68%		58%	52%	74%	55%	69%	70%	87%	91%			
Economically Disadvantaged Students	48%		55%	51%	55%	52%	49%	49%	76%	88%			40%

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	57%		51%	52%	62%	54%	56%	68%	79%	80%			42%
Students With Disabilities	22%		41%	44%	24%	45%	48%	18%	46%				
English Language Learners	33%		54%	62%	36%	53%	38%	38%					42%
Asian Students	86%		60%		86%	60%							
Black/African American Students	26%		37%	44%	38%	49%	42%	41%	67%	80%			
Hispanic Students	54%		54%	52%	60%	54%	48%	64%	69%	81%			46%
Multiracial Students	49%		50%	50%	49%	49%	64%	53%	71%				
White Students	64%		53%	55%	68%	56%	63%	75%	84%	79%			
Economically Disadvantaged Students	41%		45%	48%	49%	52%	55%	51%	68%	79%			53%

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

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

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

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	60%	64%	-4%	62%	-2%
ELA	7	60%	63%	-3%	62%	-2%
ELA	8	66%	62%	4%	60%	6%
Math	6	53%	63%	-10%	60%	-7%
Math	8	52%	62%	-10%	61%	-9%
Science	8	68%	59%	9%	52%	16%
Civics	7	92%	89%	3%	77%	15%
Civics	8	67%	59%	8%	75%	-8%
Algebra	7	95%	97%	-2%	96%	-1%
Algebra	8	63%	81%	-18%	84%	-21%
Geometry	8	96%	97%	-1%	95%	1%
Math	7	* data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

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

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

Most Improvement

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

Science proficiency data showed the most improvement based on the previous year. Science proficiency data increased from 63% to 68%. The action that contributed to this improvement was strategic student intervention, improved collaborative planning protocols, and on monitoring of students' progress.

Lowest Performance

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

Based on 2026 state assessment data, Mathematics was identified as the lowest-performing content area, with declines evident across Achievement, Learning Gains, and Bottom Quartile. Overall, Math Achievement decreased from 66% to 59%, Math Learning Gains declined from 53% to 44%, and Math Learning Gains for the Lowest 25% decreased from 54% to 49%. Collectively, these declines represent a 21-percentage-point reduction across the three mathematics performance indicators, highlighting mathematics as a critical area of focus for targeted instructional improvement.

Greatest Decline

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

Acceleration showed the greatest decline with a drop from 90% to 80%. The main factor in the decline was lack of instructional experience in teaching Algebra as it pertains to standards and how to engage students properly.

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 is the data component that had the greatest gap when compared to the state average. The contributing factors to the gaps in Math proficiency include lack of experience, and foundational gaps in prior math benchmark skills.

EWS Areas of Concern

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

The two areas of the EWS data of concern are, students with 10% or greater absenteeism and, the number of students scoring a level one the state assessments in both ELA and Math.

Highest Priorities

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

1. Bottom Quartile Learning Gains in Math and ELA.
2. Math Instruction (Intervention)
3. ELA Instruction (Intervention)
4. Content Common Planning Protocols
5. Acceleration

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.

The English Language Arts Department (ELA) Area of Focus aims to enhance student proficiency in reading, with a specific emphasis on increasing Proficiency 62% to 65%, Overall Learning Gains 58% to 60%, and Lowest 25% Gains(L25) 52% to 60%, and ESE Proficiency to 44% to 50%. The gaps clearly indicate that there is a need for continuous improvement in enhancing our support systems, intentional lesson planning, deepened understanding of the BEST ELA Standards, explicit and small group instruction, instructional strategies, and ongoing progress monitoring for students who have not yet shown consistent academic progress.

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.

- Increase overall ELA proficiency from 63% to 65% as measured by FAST PM3
- Increase overall learning gains from 58% to 60%
- Increase learning gains for students in the lowest 25% from 51% to 60%
- Increase ESE proficiency from 44% to 50%

The percentage of all students achieving ELA proficiency will increase from 61% to 63% as measured by FAST PM 3. Additionally, we aim to increase Overall Learning Gains from 58% to 60%, and Lowest 25% Gains from 51% to 60%. In conjunction with these goals, we seek to improve outcomes for our Priority Subgroups. We aim to increase ESE proficiency from 44% to 50%,

Monitoring

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

This Area of Focus will be monitored through a structured and ongoing cycle of data analysis, instructional walkthroughs, and collaborative planning. Administrators, instructional coaches, and teacher leaders will use biweekly PLCs to review formative assessments, student work samples, and progress monitoring data (FAST, Performance Matters) to evaluate whether instruction is meeting the depth of the B.E.S.T. benchmarks and supporting students—especially those in the Lowest 25% and Priority Subgroups—to engage in productive struggle with complex texts.

Classroom walkthroughs will occur weekly and focus on the use of benchmark-aligned complex texts, intentional scaffolding, pop-up small groups, and the delivery of timely, actionable feedback. Feedback from these observations will be shared with teachers through coaching and PLC debriefs to promote reflection and adjustments to instructional practice.

Person responsible for monitoring outcome

Assistant Principal, Aisha Newton

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:

Collaborative professional learning, explicit systematic instruction, scaffolded instruction using small steps, guided practice, and gradual release, modeling through step-by-step demonstrations

Rationale:

Teachers will implement evidence-based instructional practices grounded in Marzano and Toth's Identifying Critical Content and Hattie's, Fisher's, and Frey's Teacher Clarity that emphasized identifying critical content, teacher clarity, and data-instruction. Instruction will be clearly communicated with learning targets and success criteria aligned to the B.E.S.T ELA Standards, explicit instruction using benchmark-aligned complex texts and tasks, and intentional scaffolding that maintains grade-level rigor. Teachers will use frequent formative assessments, student work sample analysis, and FAST and Performance Matters to identify misconceptions, monitor progress, and adjust instruction to meet students' 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

Deepen understanding of the B.E.S.T ELA standards and benchmarks

Person Monitoring:

Assistant Principal, Aisha Newton

By When/Frequency:

Weekly/Bi-Weekly/Monthly

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

Provide consistent planning and PLCs structures where teachers collaboratively prepare lessons, analyze student data and work samples, rehearse instructional delivery, and plan differentiated scaffolds based on student needs. Teachers and administrators will engage in the Just-in-Time (Module Rollout trainings) professional development. The impact of this action will be monitored through classroom walkthroughs and provide feedback to align to the PCS Instructional Essentials.

Action Step #2

Use the Module Assessments and FAST PM data to drive standards-based instruction.

Person Monitoring:

ELA Department Chair/Literacy Coach/Teachers/
AP over ELA

By When/Frequency:

Following each Module/Quarterly

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

Teachers will analyze performance task data after each module to identify benchmark-specific instructional needs and plan targeted remediation. Progress will be monitored through PLC discussions, classroom walkthroughs, observations, and analysis of performance task and FAST Progress Monitoring data. This impact of action will be monitored through PLCs, data gathered walk-through observations, data analysis (Module Performance Assessments and FAST PM data). Students will track their growth using performance tasks, FAST assessments, and formative assessments in their interactive notebooks.

Action Step #3

Implementation of small group instruction in ELA

Person Monitoring:

Assistant Principal, Aisha Newton

By When/Frequency:

Weekly

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

Ensure instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs, English Language supports, as well as extensions for students above benchmark. These supports include access to grade-level text and beyond as well as small group instruction based on data (e.g., Pop-Up Small Groups). The impact of this action will be monitored through data gathered walk-through observations and data analysis (Module Performance Assessments and FAST PM).

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.

The Mathematics Area of Focus is to improve overall student achievement in mathematics, with a specific emphasis on increasing Proficiency 59% to 61%, Overall Learning Gains 44% to 60%, and Lowest 25% Gains(L25) 49% to 60%.

The gaps clearly indicate that there is a need for continuous improvement in enhancing our support systems, intentional lesson planning, explicit and small group instruction, instructional strategies, and ongoing progress monitoring for students who have not yet shown consistent academic progress. The goal is to strengthen the teacher's understanding of the B.E.S.T Math Standards and to utilize district curriculum materials,

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.

- Increase overall math proficiency from 59% to 61% as measured by FAST PM3
- Increase overall learning gains from 44% to 60%
- Increase learning gains for students in the lowest 25% from 49% to 60%

Monitoring

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

This Area of Focus will be monitored through a structured and ongoing cycle of data analysis, instructional walkthroughs, and collaborative planning. Administrators, instructional coaches, and teacher leaders will use biweekly PLCs to review formative assessments, student work samples, and progress monitoring data (FAST, Performance Matters) to evaluate whether instruction is meeting the depth of the B.E.S.T. benchmarks and supporting students—especially those in the Lowest 25% and Priority Subgroup.

Classroom walkthroughs will occur weekly and focus on the use of benchmark-aligned complex texts, intentional scaffolding, pop-up small groups, and the delivery of timely, actionable feedback.

Feedback from these observations will be shared with teachers through coaching and PLC debriefs to promote reflection and adjustments to instructional practice.

Person responsible for monitoring outcome

Assistant Principal, Brittany Lee

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:

Establish mathematics goals to focus learning Backwards planning Cognitive engagement with content Writing to learn

Rationale:

Shifting from stating a standard to communicating learning expectations (success criteria) ensures that goals are appropriate, challenging, and attainable. When goals are specific, revisited throughout the lesson and connect to other mathematics, they are clearer to students. Effective teaching of mathematics establishes clear goals for the mathematics that students are learning, situates goals within learning progressions, and uses the goals to guide instructional decisions. Effective Mathematics Teaching Practices (Principles to Action, NCTM 2014)

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Use multiple representations to build conceptual understanding and connect mathematical ideas to procedures. Provide opportunities for students to explain reasoning, compare strategies, and justify solutions through mathematical discourse. Use modeling, guided practice, and scaffolding to support students in applying skills accurately and independently. Provide targeted Tier 2/Tier 3 small group instruction aligned to student needs and performance data. Use formative assessment and evidence of student thinking to adjust whole group and small group instruction.

Rationale:

Effective whole group and small group mathematics instruction provides students with opportunities to develop conceptual understanding, explain reasoning, and apply skills to problem-solving. Teachers use representations, questioning, discourse, and guided practice to support learning during core instruction, while small group instruction provides targeted intervention and enrichment based on student data. Monitoring student thinking and providing actionable feedback ensures instruction is responsive and supports continuous growth.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Deepen understanding of the B.E.S.T Mathematics and Mathematical Thinking and Reasoning Standards (MTR'S)

Person Monitoring:

Assistant Principal, Brittany Lee

By When/Frequency:

Weekly/Bi-weekly

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

step:

Teachers and administrators engage in common planning utilizing the course curriculum guides, the BEST Instructional Guide to Mathematics (B1G-M), and district created instructional lessons to support implementation of the B.E.S.T. Standards to synthesize the benchmarks, achievement level descriptors, benchmark clarifications, and appendices to fully understand the expected outcomes that carry the full weight of the standards. The impact of this action will be monitored through data gathered walk-through observations and data analysis (Module Performance Assessments and FAST PM).

Action Step #2

Data driven-instruction and Student Reflection

Person Monitoring:

Assistant Principal, Brittany Lee

By When/Frequency:

Ongoing

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

During PLCs, teacher will have ongoing data chats about course performance and analyze FAST PM assessment data, and subgroup trends. Teachers will provide opportunities for students to engage in biweekly reflection and goal-setting activities aligned to learning targets and success criteria. Students will analyze their progress, monitor their growth, and identify specific action steps to improve mathematical understanding and achievement. Use success criteria, learning progressions, or ALDs 3-5 to allow students to track their progress towards growth and proficiency. The impact of this action will be monitored through data gathered walk-through observations and data analysis.

Action Step #3

Writing to Explain Mathematical Thinking

Person Monitoring:

Assistant Principal, Brittany Lee

By When/Frequency:

Ongoing

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

Incorporate writing strategies to help students deepen their understanding by reflecting and reasoning through mathematical ideas using written language through journals, explaining strategies, error analysis, writing prompts or exit tickets. This impact of this action will be monitored through instructional walkthroughs.

Action Step #4

Implementation of small group instruction

Person Monitoring:

Assistant Principal, Brittany Lee

By When/Frequency:

Ongoing

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

Implement a plan for identifying students not meeting benchmarks early in the instructional units through frequent progress monitoring and provide additional opportunities for remediation / intervention. This impact of this action will be monitored through collaborative planning and instructional walkthroughs.

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.

Growth from 6th to 7th and 7th to 8th Grade is instrumental in showing that curriculum taught in middle school science is retained. Students are assessed on the 8th Grade SSA with proficiency being the indicator of mastery. Overall student achievement increased from 68% to 70% proficiency. There is a continuous need to deepen understanding of the depth and breadth of the FSASS standards as a non-negotiable for improving student outcomes in Middle School Science as evidenced by the end of year assessments. To strengthen student performance on Science standards by equipping teachers to use explicit, structured writing instruction so that students consistently use writing to make their thinking visible, deepen understanding, and engage in rigorous, standards-aligned tasks.

Measurable Outcome

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

The percent of students achieving Science proficiency will increase from 68% to 70%.

Monitoring

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

Implement explicit, structured writing instruction aligned to the Science standards through professional learning, collaborative planning, and daily standards-based writing tasks that require students to explain, justify, and analyze scientific concepts using evidence. Monitor implementation through instructional walkthroughs, PLCs, and analysis of student writing to inform instruction.

Person responsible for monitoring outcome

Principal, Dr. Ray Dudley

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 Science classrooms
- 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:

Structured writing, as outlined in The Writing Revolution, helps students organize and communicate scientific thinking through explicit, scaffolded instruction. Writing tasks that require explanation, evidence, and reasoning deepen content understanding, strengthen academic vocabulary, and make student thinking visible so teachers can identify misconceptions and provide targeted support. Modeling, guided practice, and gradual release promote mastery of science concepts and improve student performance on state assessments.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Utilize district curricular materials to ensure whole group and small group instruction in Science is designed and implemented according to evidence-based principles, are standards-aligned, and provide rigorous expectations for all students. Evidence-based strategies include will explicit and systematic instruction, scaffolded instruction, corrective feedback, and differentiated instruction.

Rationale:

Explicit instruction supports student learning through clear explanations, teacher modeling, guided practice, and corrective feedback. Research shows that students learn new concepts more effectively when provided structured support rather than relying on discovery-based learning alone. Differentiated instruction addresses individual student needs by adjusting content, processes, products, and learning environments based on readiness and learning profiles. Providing high-quality, rigorous instruction with appropriate supports increases student engagement, understanding, and achievement.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Collaborative Planning and PLCs

Person Monitoring:

Principal, Dr. Ray Dudley

By When/Frequency:

Bi-weekly

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

Uses PLCs to analyze student data and work, rehearse lessons, and plan targeted scaffold to address learning gaps. Deepen understanding of the vertical progression and rigor or grade-level standards. Engage in vertical articulate to strengthen connections between prior and future learning. Implement district curriculum to provide access to rigorous, grade-level instruction and tasks. Monitor implementation through instructional walkthroughs, PLCs, and data analysis.

Action Step #2

Writing to Learn in Science

Person Monitoring:
Principal, Ray Dudley

By When/Frequency:
Daily

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

Build teacher capacity to implement evidence-based writing strategies aligned to the Science standards through professional learning and instructional modeling. Embed daily, standards-aligned writing opportunities that require students to explain, justify, and analyze scientific concepts using evidence.

Use student writing as a formative assessment to monitor understanding, identify misconceptions, and adjust instruction through collaborative data analysis.

Action Step #3

Targeted Small Group Instruction and Instructional Supports for All Learners

Person Monitoring:
Principal, Dr. Ray Dudley

By When/Frequency:
ongoing

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

Ensure instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs, English Language supports, as well as extensions for students above benchmark. These supports should include access to grade-level text and beyond level which is still tied to the grade level standards as well as small group instruction based on data.

Area of Focus #4

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.

The ESSA subgroup focused on Black/African American student achievement will prioritize strengthening instructional practices by providing teachers with research-based strategies in culturally responsive teaching. These practices are designed to increase student engagement by connecting Math and ELA instruction to students lived experiences, cultural backgrounds, and prior knowledge, fostering meaningful learning experiences that support academic growth. FAST PM3 Assessment Data revealed a 31% achievement gap in English Language Arts (ELA) between Black/African American students and the overall school population. In Mathematics, FAST PM3 assessment data revealed a 21% achievement gap between Black/African American students and the overall school population. The data points listed indicate a need for targeted instructional practices that incorporate culturally responsive teaching strategies and evidence-based supports to improve academic outcomes, increase student engagement, and reduce achievement disparities.

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, 31% of Black/African American students achieved proficiency or higher on the FAST PM3 English Language Arts (ELA) assessment, while 38% achieved proficiency or higher on the FAST PM3 Mathematics assessment. By the end of the 2026–2027 school year, the percentage of Black/African American students scoring at or above proficiency on the FAST PM3 assessment will increase to at least 40% in ELA and at least 45% in Mathematics.

Monitoring

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

School administrators will regularly attend common planning Professional Learning Communities (PLCs) to monitor collaborative planning and professional learning focused on strengthening instructional practices. During content-area PLCs, teachers will analyze work samples from Black/African American students to identify strengths, determine instructional next steps, and provide actionable feedback to improve student outcomes. PLC agendas and minutes will document the analysis of student work, instructional adjustments, and feedback provided. Classroom walkthroughs (CWTs) will provide evidence of culturally responsive teaching practices being implemented with fidelity and demonstrate the intentional use of instructional strategies designed to increase engagement and achievement for Black/African American students.

Person responsible for monitoring outcome

Dr. Ray Dudley, Aisha Newton, Brittany Lee

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:

As a schoolwide initiative, culturally responsive teaching resources and instructional strategies will be intentionally integrated into classroom instruction to increase student engagement and strengthen learning experiences. By connecting academic content to students' cultural backgrounds and lived experiences, the school will support Black/African American students, in developing deeper understanding, increasing benchmark mastery, and improving overall academic achievement.

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

No

Action Steps to Implement:

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

Action Step #1

Build Capacity & Heighten Level of Understanding for School Staff (Culturally Responsive Teaching)

Person Monitoring:

Dr. Ray Dudley, Aisha Newton, Brittany Lee

By When/Frequency:

August 2026 and occur throughout the school year (Monthly)

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

Instructional staff will participate in ongoing professional learning throughout the school year focused on culturally responsive teaching (CRT) practices, including incorporating diverse literature and perspectives, leveraging students lived experiences and personal narratives, building positive and sustainable relationships, and implementing flexible instructional strategies and learning environments to increase student engagement. The leadership team will conduct regular classroom walkthroughs to monitor the implementation of culturally responsive teaching practices and provide teachers with timely written feedback that highlights strengths and identifies opportunities for growth. Walkthrough data will be analyzed to identify trends and tier teachers based on instructional implementation, student engagement, classroom environment, and the level of support needed. Administrators will use this information to monitor coaching plans, provide targeted professional development, and ensure differentiated instructional support is aligned to individual teacher needs.

Action Step #2**Person Monitoring:****By When/Frequency:****Describe the Action to Be Taken and how the school will monitor the impact of this action step:****Area of Focus #5**

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, Tarpon Springs Middle School will increase Civics EOC proficiency from 82% to 84% through standards-aligned instruction, collaborative planning, frequent analysis of student data, and targeted instructional supports. As the state's assessed middle school social studies course, Civics is a key contributor to the school's performance. The Social Studies department will strengthen teacher capacity to deliver rigorous instruction while implementing common instructional practices across Civics, U.S. History, World History, and Pre-AP Social Studies to ensure all students engage in high-quality learning experiences that build content knowledge,

disciplinary literacy, and college and career readiness.

Measurable Outcome

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

The percent of students achieving proficiency on the Civics EOC will increase from 82 to 84, as measured by the spring administration of the Civics EOC.

Monitoring

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

Progress in the Civics classrooms will be monitored through district-developed unit and cycle assessments as well as daily formative assessment of student progress as planned, implemented, and analyzed by the classroom teachers. Cycle assessments will be monitored through PLCs (administrators will sit in on PLCs) and other instructional personnel.

Person responsible for monitoring outcome

Principal, Dr. Ray Dudley

Evidence-based Intervention:

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

Description of Intervention #1:

Deepen teachers' understanding of the Florida NGSSS Social Studies standards and benchmarks by identifying the critical content and learning targets within each benchmark as a non-negotiable instructional practice. Through collaborative planning and Professional Learning Communities (PLCs), teachers will strengthen teacher clarity by clearly communicating learning intentions, success criteria, and the essential knowledge and skills students are expected to master. Instruction will be intentionally aligned to rigorous, standards-based tasks and assessments to ensure coherence between planning, instruction, and student learning. This focus will improve student mastery of grade-level standards and increase proficiency on the Civics End-of-Course (EOC) Assessment and Social Studies final exams.

Rationale:

Clearly identifying the critical content within the standards ensures instruction remains focused on the essential knowledge and skills students must master for academic success. Prioritizing these key learning targets strengthens alignment among instructional planning, classroom tasks, and assessments while maximizing instructional time. This focused approach promotes rigorous, standards-based instruction, provides equitable learning opportunities for all students, and supports improved student achievement on classroom and state assessments.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Teachers will implement The Writing Revolution instructional framework and Document-Based Questions (DBQs) to strengthen students' analytical thinking, disciplinary literacy, and written communication. Instruction will include scaffolded and differentiated supports, explicit modeling, and timely corrective feedback to ensure all students can successfully analyze sources, cite evidence, and construct evidence-based responses aligned to grade-level standards.

Rationale:

Writing about reading deepens student learning by requiring students to analyze complex texts, organize their thinking, and support claims with evidence. These opportunities make student thinking visible, allowing teachers to identify needs, provide feedback, and adjust instruction. Consistent writing practice strengthens disciplinary literacy, improves content understanding, and prepares students for assessments, including the Civics End-of-Course (EOC).

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

Intentional Lesson planning in PLCs.

Person Monitoring:

Principal, Dr. Ray Dudley

By When/Frequency:

Ongoing

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

During collaborative planning, teachers and administrators use state and district-developed resources (curriculum guides, Civics Instructional Guide, Civics Teachers' Guide) to clearly identify benchmarks and clarifications that define the full expectations of the standards. Also, during Collaborative Planning, utilizing the Writing Revolution resources to develop writing prompts that require students to explain, justify, and analyze using text evidence.

Action Step #2

Implementation of strategies from the Writing Revolution

Person Monitoring:

Principal, Dr. Ray Dudley

By When/Frequency:

Ongoing

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.

Action Step #3**Person Monitoring:****By When/Frequency:****Describe the Action to Be Taken and how the school will monitor the impact of this action**

step:

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

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

A focus on creating a safe and positive climate utilizing our school-wide guidelines of success, which are predicated on everyone being responsible, respectful, and safe, will promote an increase in scholar attendance, ownership of behavior, teacher retention, family engagement, and student learning. From the 2025-2026 school year, there is a strong correlation between the number of students absent 10 percent or more, retention, and level 1 statewide assessment data.

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.

Based off 2025-2026 attendance data, over 27 percent of students were absent 10 or more days. Utilizing a comprehensive PBIS system predicated on our guidelines for success while enhance students understanding of school wide expectations. The PBIS system is used as behavior and attendance are often link together. Using the Tier framework helps conceptualize attendance and create an action plan for the tiers to support scholar needs.

Monitoring

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

We will have a weekly Child Study Team meeting with support services and administration team. Each week we will have a clear area of focus relating to academics, attendance, and behavior. We will utilize a digital format to progress monitor students and update interventions implemented to support student success.

Person responsible for monitoring outcome

Dr. Ray Dudley

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:

Child Study Teams (CST) weekly meetings. A strategic plan is created with processes, procedures, and methods to monitor intervention for all stakeholders. The team will consistently communicate with staff, parents, and scholars to ensure transparency and improve overall student performance. Several steps will be taken to ensure this area of focus is monitored. CST attendance is required by all Student Services Team Members. Meetings focus on interventions and best practices strategies to support students. All information will be document to provide all stakeholders with interventions that are being utilized to support students. Ongoing weekly classroom management walkthroughs, feedback, coaching cycles, and identify scholars with 2 or more behavior referrals. Teachers will utilize a proactive behavior intervention which provides strategies and restorative measures to support scholars' needs. Ongoing behavior celebrations will continue and an adaptive plan for tier-2-&- 3 scholars will also be implemented and monitored.

Rationale:

Ensuring our meeting structures consist of support services and administration are consistent and mandatory to improve overall communication. Utilizing clear meeting protocols and areas of focus supervised by administration weekly. Implementing a robust PBIS system predicated on our guidelines for success creates clear and measurable expectations.

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

Child Study Team

Person Monitoring:

Brittany Lee

By When/Frequency:

Weekly

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

Child Study Team will meet weekly to review student attendance, behavior, and grades. All Support Services Team, MTSS Coach, and Administration Team will be present in the meeting. Each meeting will be document and consist of clear areas of focus. Protocols will be established, along with expectations for all team members. Documentation of interventions utilized with students will be discussed along with any pertinent information to support students 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.

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

SIP will be disseminated to all of our school's stakeholders in stages. First, the plan will be shared with instructional coaches to get their input as they serve as instructional leaders to support learning in the classroom.

Secondly, presented to all staff during the Principal's Address, highlighting key components and strategic academic cell improvements.

Thirdly, the plan will be presented and discussed at SAC meetings.

Lastly, the plan will be posted on the school website, in parent newsletters, and at annual Title 1 Meetings. At our Annual Title I Meetings, families will receive a printed copy of our school's SIP One Pager, which strategically highlights key critical areas.

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)).

We will use the current climate survey results to drive our parent and family engagement plan and budget. We also aim to increase the number of stakeholders attending SAC and PTSA meetings. We will continue to provide opportunities for stakeholders to provide feedback and stakeholder input

during meetings. We will continue to include quarterly engagement sessions facilitated by administration to families and community stakeholders.

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)).

Safe & Positive Climate

School Wide PBIS plan and alignment to Guidelines for success. (Respectful, Responsible, and safe) School wide policies and procedures designed to heighten expectations, accountability, and improve communication.

Intentional Planning

Lesson plans will focus on established protocols to ensure teaching to the depth of the benchmark and incorporate evidence of higher-level questioning to deepen understanding and improve student academic achievement. Lesson plans will incorporate the use of current student data intended to track and inform intervention, enrichment activities, and support for L25 students. Lesson plans and instructional activities will include the usage of research based high yield strategies. Walkthrough data will be utilized to capture classroom trends and serve as an additional resource to improve lesson planning.

Agency

Establish opportunities for students to begin tracking and monitoring their data to create ownership of the learning process and assessment performance.

Accelerate Literacy

Across content vocabulary development. Engage students in academic conversation and writing usual textual evidence.

All areas of focus listed above are designed to ensure that teachers are instructionally supported and that our climate is conducive to learning, which are key components in strengthening our school's academic program. To ensure teachers are instructionally supported, we will utilize Collaborative Planning, Coaching Cycles, MTSS/Child Study Meetings, CST Data, and walkthrough data from leadership team to support teacher development and achievement. To ensure we continue to create a climate conducive to learning, we will consistently review CST data to support identified student development, which will lead to academic achievement.

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)).

Our plan in collaboration with stakeholders and aligned with other federal, state, and local services. At Tarpon Springs Middle School, we coordinate with: Federal Programs: Our Title 1 Funds support full-day programming English/Language Arts Coach. We partner with districts students' services team, instructional staff developers, district leadership and school counselors, and community mental health agencies to address student needs.

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)).

Our school will implement a comprehensive system of student supports to address social-emotional, behavioral, and developmental needs. Counselors and student services staff provide targeted interventions based on student needs. Through a tiered support model, restorative practices, and data-informed decision-making, the school promotes student self-management, positive relationships, resilience, and skills necessary for success in school and life.

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)).

N/A

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)).

A Title I Support Assistant provides critical support by bridging instructional needs and behavioral interventions to promote student success. This role strengthens the implementation of a schoolwide tiered behavioral support system, provides targeted early interventions, coordinates services aligned with IDEA and ESSA requirements, and removes barriers to learning for students requiring additional support. The position is essential in fostering a proactive, inclusive, and equitable school climate that supports academic and behavioral growth for all students.

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)).

Professional learning will include collaborative planning, PLCs, analysis of student assessment data, instructional coaching, and implementation of high-impact strategies aligned to state standards. Paraprofessional and support will receive targeted academic and behavioral support aligned with school-wide goals. To support recruitment and retention of effective teacher, the school will provide mentoring, coaching, collaborative learning opportunities, and ongoing feedback.

Strategies to Assist Preschool Children

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

N/A

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

Overall, our students with disability did see growth for the 2025-2026 school year. Our students increased from 40.25% to 44%. We did not reach our goal of 45% for 2025-2026 school year. We will continue to push forward with the 45% goal for the upcoming school year.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

The main focus of our SWD studnets will occur in their ELA and Math courses, with SDI minutes being utilized in the appropriate way (base on the specific language of the IEP), SDI minutes documented and data being consistently tracked (based on the IEP goals) to ensure that student performance does not become stagnant or that their IEP goals is actually meeting their current academic needs. There will be an emphasis on differentiated instruction and ensure content common planning protocols address the importance of supporting our SWD students academically.

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