

Seminole County Public Schools

MARKHAM WOODS MIDDLE SCHOOL



2025-26 Schoolwide Improvement Plan

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School Board Approval

This plan was approved by the Seminole County School Board on Board Approved on 10/7.

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

Engage. Empower. Educate.

Every Mustang.

Every Day.

Provide the school's vision statement

Through a culture of collaboration, curiosity, and continuous growth, we will increase the achievement of ALL Mustangs in a safe and supportive learning environment with the explicit intent of closing the achievement gap.

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. Jason McDonald

jason_mcdonald@scps.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

Operations of the School, School Improvement Plan, School Budget, Instructional Rounds, Professional Development, Human Resources, Literacy Plan

Leadership Team Member #2

Employee's Name

Allisyn Brown

bernaraz@scps.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

Science, Social Studies, Reading, ESOL, SAC, Custodial, Facilities, School Improvement Plan, Literacy Plan, Testing, PBIS, Emergency Response Team Coordinator

Leadership Team Member #3

Employee's Name

Dr. Eric Basilo

eric_basilo@scps.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

Mathematics, Biomechatronics, Arts, e-Pathways, Spanish, Master Schedule, School Improvement Plan, Literacy Plan, Title IX, Professional Development, Certification

Leadership Team Member #4

Employee's Name

Yvonne Bradley

yvonne_bradley@scps.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

ELA, PE, ESE, School Improvement Plan, Literacy Plan

Leadership Team Member #5

Employee's Name

Presley Dershimer

presley_dershimer@scps.k12.fl.us

Position Title

Dean

Job Duties and Responsibilities

Discipline, Supervision Schedule, School Improvement Plan, Literacy Plan, Bullying/HOPE, Mentor Coordinator, PBIS, Conditions for Learning, Behavior Coaching Academy, Mental Health Training

Leadership Team Member #6

Employee's Name

Dr. Raiza Agosto

delgadrm@scps.k12.fl.us

Position Title

Dean

Job Duties and Responsibilities

Discipline, Supervision Schedule, School Improvement Plan, Literacy Plan, AIP, Restorative Practices Lead, MTSS, Behavior Coaching Academy

Leadership Team Member #7

Employee's Name

Carmale Polk

jonescz2@scps.k12.fl.us

Position Title

Literacy/Instructional Coach

Job Duties and Responsibilities

Literacy Plan, iReady, Reading Placements, Write Score, Media Center, Behavior Coaching Academy, Create and monitor school-wide literacy initiatives/activities as well as monitor classroom implementation of literacy strategies such as K-W-L charts, read alouds, graphic organizers/Frayer model, reciprocal teaching, Cornell notes, elaborative interrogation, Venn diagrams, quick-write revisions, and problem-solving tasks. Monitor lowest quartile ELA students and provide intervention and coaching supports to students/teachers. Work with the school principal to plan and implement a

consistent program of improving reading achievement using the evidence-based reading strategies and interventions found in the District Comprehensive Evidence-Based Reading Plan. Coach instructional staff, which includes pre-conferencing with teachers, observing teachers, structuring activities with teachers that are designed to enhance instructional delivery in the classroom, and post-conferencing with teachers. Train teachers to administer assessments, analyze data, and use data to differentiate instruction. Collect and use data on instructional practices to inform and implement professional learning activities. Work with teachers to ensure that evidence-based reading strategies and programs designed in the science of reading are implemented. Support administrators and MTSS teams as they identify students in need of tiered reading instruction

Leadership Team Member #8

Employee's Name

Jennifer Bennett

jenniferbeth_bennett@scps.k12.fl.us

Position Title

Math Instructional Coach

Job Duties and Responsibilities

Coaching math teachers on implementing evidence-based instructional practices aligned to the FL B.E.S.T. Mathematics Standards, implementing math focused professional development, aligning coaching work to the School Improvement Plan with a focus on mathematics achievement, supporting teachers in collecting, analyzing, and using their own student data to inform instruction, meeting regularly (bi-weekly) with school administrators to review coaching goals and student progress, work with school leaders and PLCs to ensure proper placements, teacher-led small group differentiated instruction, and fostering student reading across content areas.

Leadership Team Member #9

Employee's Name

Patrice Anderson

washinps@scps.k12.fl.us

Position Title

Behavior Interventionist

Job Duties and Responsibilities

PBIS, MTSS, BCA Coach, Behavior Interventions, Restorative Practice Circles

Leadership Team Member #10

Employee's Name

Melanie Johnson

johnsomk@scps.k12.fl.us

Position Title

School Social Worker

Job Duties and Responsibilities

Attendance, MTSS

Leadership Team Member #11

Employee's Name

Tasha Smith

tasha_smith@scps.k12.fl.us

Position Title

Attendance/Discipline Secretary

Job Duties and Responsibilities

Attendance/Truancy Letters

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.

School Leaders work in partnership with the School Advisory Committee, PTSA, community surveys, student school safety surveys, and parent snapshot surveys to identify strengths and areas of growth to build relevant action plans and steps in support of the school.

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 SIP will be monitored monthly by administrators during leadership meetings where we will review our goals and action steps and check in to see if monitoring is happening with fidelity. After progress monitoring assessments and 9 weeks benchmark assessments, results will be shared with Curriculum Leaders to get a gauge on how implementation of the plan is working and what we need to do in the future to maximize student learning.

C. Demographic Data

2025-26 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
2024-25 TITLE I SCHOOL STATUS	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	51.1%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	CSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 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>	2024-25: A 2023-24: B 2022-23: B 2021-22: B 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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							372	308	253	933
Absent 10% or more school days							51	35	40	126
One or more suspensions							28	43	27	98
Course failure in English Language Arts (ELA)							36	54	13	103
Course failure in Math							49	61	22	132
Level 1 on statewide ELA assessment							75	54	36	165
Level 1 on statewide Math assessment							76	36	41	153
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)							15	11	7	33
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)							3	0	0	3

Current Year 2025-26

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							84	78	53	215

Current Year 2025-26

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							25	19	0	44
Students retained two or more times							8	8	4	20

Prior Year (2024-25) 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
Absent 10% or more school days							44	62	65	171
One or more suspensions							140	115	86	341
Course failure in English Language Arts (ELA)							36	33	16	85
Course failure in Math							31	25	1	57
Level 1 on statewide ELA assessment							42	65	60	167
Level 1 on statewide Math assessment							32	47	40	119
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 (2024-25) 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							108	62	50	220

Prior Year (2024-25) 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							28	27		55
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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	56	64	58	57	57	53	53	54	49
Grade 3 ELA Achievement			27			21			
ELA Learning Gains	54	62	59	58	56	56			
ELA Lowest 25th Percentile	49	54	52	51	50	50			
Math Achievement*	68	69	63	66	65	60	63	61	56
Math Learning Gains	69	64	62	68	65	62			
Math Lowest 25th Percentile	57	57	57	60	60	60			
Science Achievement	61	62	54	56	56	51	57	56	49
Social Studies Achievement*	77	78	73	66	73	70	67	72	68
Graduation Rate									
Middle School Acceleration	89	82	77	87	77	74	85	76	73
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	67	66	53	61	65	49	42	50	40

*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)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	65%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	647
Total Components for the FPPI	10
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
65%	63%	64%	61%	57%		61%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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	39%	Yes	6	
English Language Learners	47%	No		
Asian Students	86%	No		
Black/African American Students	48%	No		
Hispanic Students	60%	No		
Multiracial Students	69%	No		
White Students	74%	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.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L2.5%	MATH ACH.	MATH LG	MATH LG L2.5%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	56%		54%	49%	68%	69%	57%	61%	77%	89%			67%
Students With Disabilities	20%		40%	42%	31%	53%	51%	19%	42%	57%			
English Language Learners	29%		47%	46%	40%	61%	54%	35%	48%				67%
Asian Students	75%		72%		89%	90%		90%	88%	96%			
Black/African American Students	34%		40%	37%	43%	58%	53%	36%	65%	65%			
Hispanic Students	48%		53%	53%	55%	66%	53%	48%	66%	89%			70%
Multiracial Students	52%		48%		79%	62%		81%	69%	95%			
White Students	68%		59%	58%	83%	74%	72%	76%	87%	93%			
Economically Disadvantaged Students	37%		45%	44%	49%	61%	54%	42%	66%	76%			64%

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%		58%	51%	66%	68%	60%	56%	66%	87%			61%
Students With Disabilities	23%		43%	46%	25%	52%	55%	27%	26%	56%			
English Language Learners	34%		58%	56%	36%	54%	54%	27%	29%				61%
Asian Students	78%		68%		93%	80%		88%	84%	95%			
Black/African American Students	33%		45%	45%	31%	52%	55%	24%	42%	53%			
Hispanic Students	47%		57%	48%	57%	62%	58%	43%	55%	80%			59%
Multiracial Students	60%		59%	60%	72%	81%		70%	82%	95%			
White Students	73%		65%	59%	85%	76%	66%	72%	82%	91%			
Economically Disadvantaged Students	40%		49%	47%	46%	59%	58%	36%	45%	73%			63%

2022-23 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 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	53%				63%			57%	67%	85%			42%
Students With Disabilities	19%				27%			10%	36%				
English Language Learners	29%				41%			23%	62%				56%
Asian Students	64%				88%			100%	100%				
Black/African American Students	33%				32%			30%	40%	67%			
Hispanic Students	41%				54%			46%	55%	80%			57%
Multiracial Students	63%				70%			46%	79%				
White Students	68%				81%			78%	81%	88%			
Economically Disadvantaged Students	34%				43%			40%	46%	78%			50%

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

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

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

SUBJECT	GRADE	2024-25 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	60%	66%	-6%	60%	0%
ELA	7	53%	63%	-10%	57%	-4%
ELA	8	50%	62%	-12%	55%	-5%
Math	6	58%	71%	-13%	60%	-2%
Math	7	67%	72%	-5%	50%	17%
Math	8	25%	33%	-8%	57%	-32%
Science	8	58%	61%	-3%	49%	9%
Civics		74%	76%	-2%	71%	3%
Algebra		94%	61%	33%	54%	40%
Geometry		100%	60%	40%	54%	46%

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?

Civics proficiency increased by 11 points compared to the 23-24 school year and was the highest since 2016. Small group stations with targeted interventions and providing students with a viable curriculum contributed to the increase.

Lowest Performance

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

Students with disabilities had an ESSA finding and scored the lowest of all our subgroup. Lack of collaborative structures and intentional interventions, along with absenteeism, in support facilitated classes contributed to the low performance.

Greatest Decline

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

ELA learning gains declined the most out of the 9 major accountability areas by 4 points. Within this area, the ELL subgroup declined by 11 points. Lack of intentional interventions for students struggling on specific benchmarks led to the decline.

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.

ELA learning gains had the greatest gap compared to the state average with a 5 point gap (54-59). Inconsistent structures and consistency in class due to substitutes and absenteeism played a role. Instruction was not consistently aligned to the benchmarks and student monitoring of learning, in order to provide timely interventions, was inconsistent.

EWS Areas of Concern

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

Chronic absenteeism (146 students missed at least 10% of class) and students scoring a Level 1 on ELA (164) and Math (152) proficiency.

Highest Priorities

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

1. Decreasing chronic absenteeism
2. Increased proficiency and learning gains for students with disabilities by focusing on benchmark-aligned instruction
3. Increase ELA learning gains for all students and students in the lowest quartile
4. Providing consistent, intentional interventions for struggling students in ELA, Math, Civics, and Science, specifically students with disabilities
5. Ensure students collaborate about their learning using academic vocabulary to explain/justify their thinking, specifically as it relates to examining similarities and differences

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.

ESSA Subgroups specifically relating to Students With Disabilities (SWD), Black/African American Students (BLK), Hispanic Students (HSP), Economically Disadvantaged Students (FRL)

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.

Priority for the 25-26 school year is to close the achievement gap between subgroups (Black, Hispanic, SWD, FRL, and White students). ELA FAST PM3 24-25 shows that there is an achievement gap between subgroups.

- Black students' proficiency rate is 35% lower than White students.
- Black students demonstrated 34% proficiency compared to White students that demonstrated 69% proficiency.
- Hispanic students' proficiency rate is 23% lower than White students.
- Hispanic students demonstrated 46% proficiency compared to White students that demonstrated 69% proficiency.
- Nineteen percent of SWD were proficient compared to 62% of students without disabilities.
- Thirty-six percent of FRL students were proficient compared to 74% of students that did not receive FRL.

Student learning is impacted by students lacking mastery skills to comprehend benchmarks and apply knowledge. This is a crucial need because we need to maximize the learning of all our students within all subgroups and to ensure academic equity by providing all students equal opportunities to succeed.

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.

- To increase the number of Black students demonstrating proficiency by 9%
- To increase the number of Hispanic students demonstrating proficiency by 8%

- To increase the number of SWD students demonstrating proficiency by 22%
- To increase the number of FRL students demonstrating proficiency by 8%

Monitoring

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

Area of focus will be monitored through actionable feedback to teachers, data, classroom instruction, activities aligned with benchmarks, ongoing informal/formal assessments, and engaging PLCs. By monitoring this area of focus students will increase their understanding of content.

Person responsible for monitoring outcome

Yvonne Bradley

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:

• Kagan Strategies • Assessing Prior Knowledge • Differentiated Instruction • Processing Information • Small Group Instruction • Collaborative Learning • Khan Academy • iReady

Rationale:

Best practice according to research.

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 PLCs

Person Monitoring:

Yvonne Bradley

By When/Frequency:

Weekly

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

Ms. Bradley will attend PLCs to ensure teachers have a plan for the students who are not proficient in a benchmark and that intentional interventions are put into place using a station rotation model. She will also ensure that lessons are being developed that are aligned to the benchmarks, teachers have a plan to monitor for student learning, students are engaged with the content using academic

vocabulary to explain their thinking, and that teachers establish behavioral expectations, create classroom routines, and build positive and respectful relationships in order to cultivate an environment conducive to learning.

Action Step #2

Increase Collaborative Structures in Support Facilitated Classrooms

Person Monitoring:

Yvonne Bradley

By When/Frequency:

Weekly

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

General Education and Support Facilitation teachers will plan together and deliver content in ways that serve the various needs of the students in their class. With the help of a district instructional coach for students with disabilities, the two teachers in the room will effectively deliver content and provide remedial support in a small group setting.

Action Step #3

Literacy/Instructional Coach Support

Person Monitoring:

Carmale Polk

By When/Frequency:

Weekly

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

Ms. Polk will meet with new teachers to make sure they have structures in place to allow students to focus on learning. She will provide feedback on the alignment of lessons to ELA benchmarks to ensure the students are getting a viable curriculum. The literacy coach will meet monthly with district curriculum specialists to analyze reading data based on Tier 3 intervention programs, review instructional strategies, and prepare professional learning to present to classroom teachers on their campuses. School administrators will meet with district curriculum specialists quarterly to review data points and benchmark-aligned instructional strategies. In addition, schools will receive targeted support from district curriculum specialists to facilitate the use of differentiated instructional techniques based on individual student needs.

Area of Focus #2

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

ESSA Subgroups specifically relating to Black/African American Students (BLK), Hispanic Students (HSP)

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 24-25 Science SSA shows Black students have a proficiency rate 38% lower than White students and Hispanic students have a 28% lower proficiency rate than White students. The lack of consistent differentiation and interventions within the classroom has had a negative impact on learning. Student learning is impacted by students lacking mastery skills to comprehend benchmarks and apply

knowledge.

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.

- To increase the number of Black students demonstrating proficiency by 6%
- To increase the number of Hispanic students demonstrating proficiency by 5%

Monitoring

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

Area of focus will be monitored through actionable feedback to teachers, data, classroom instruction, activities aligned with benchmarks, ongoing informal/formal assessments, and engaging PLCs. By monitoring this area of focus students will increase their understanding of content.

Person responsible for monitoring outcome

Allisyn Brown

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:

• Kagan Strategies • Assessing Prior Knowledge • Differentiated Instruction • Processing Information • Small Group Instruction • Khan Academy • Quizizz

Rationale:

Best practice according to research.

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 PLCs

Person Monitoring:

Allisyn Brown

By When/Frequency:

Weekly

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

Ms. Brown will attend PLCs to ensure teachers have a plan for the students who are not proficient in a benchmark and that intentional interventions are put into place using a station rotation model. She will also ensure that lessons are being developed that are aligned to the benchmarks, teachers have a plan to monitor for student learning, students are engaged with the content using academic vocabulary to explain their thinking, and that teachers establish behavioral expectations, create classroom routines, and build positive and respectful relationships in order to cultivate an environment conducive to learning.

Action Step #2

Addressing Underperforming Science Benchmarks

Person Monitoring:

Allisyn Brown

By When/Frequency:

Weekly

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

Weekly homework assignments will address Nature of Science benchmarks while also targeting "gap" benchmarks for 8th grade students impacted by the new curriculum. Beginning in the 2024–25 school year, rising SCPS 7th grade students will have completed the full scope of the former SCPS Comp 1 (6th grade) curriculum. Under the revised progression, these students will receive the complete 7th grade benchmarks in 2024–25 and the complete 8th grade benchmarks in 2025–26. Instructional "gaps" exist where 6th, 7th, and 8th grade content from the previous curriculum was embedded in the old 6th, 7th, or 8th grade courses. These areas will need to be intentionally addressed during 7th grade and reinforced in 8th grade. The "gap" benchmarks are the following: 7.E.6.1, 8.P.8.3, 6.E.7.1, 7.E.6.2, 8.P.8.1, 8.P.8.7, 8.P.8.8, 8.P.8.9, 8.P.8.4, 7.L.17.1, 7.L.17.2, 8.L.18.4, 7.P.10.1, 6.E.7.1, 7.L.17.3, 7.E.6.6, 6.L.15.1, 7.E.6.2, 7.E.6.5, 6.E.7.1, 7.E.6.7, 8.E.5.8, 8.E.5.7, 8.E.5.9, 6.P.13.2, 8.P.8.2, and 8.E.5.4. Released state test questions will be incorporated into a year-long spiral review. Mastery will be measured through formative assessments.

Action Step #3

Increased the Use of Reading Strategies in Science Classes

Person Monitoring:

Allisyn Brown

By When/Frequency:

Weekly

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

Building on the 8th grade team's summer training with Florida State University Florida Center for Reading Research, teachers will implement evidence-based reading strategies within the science framework to strengthen students' ability to analyze and interpret scientific texts. During the first quarter, PM1 ELA data will be used to identify students for targeted interventions. Progress will be monitored through quarterly district common assessments.

Area of Focus #3

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

ESSA Subgroups specifically relating to Black/African American Students (BLK), Hispanic Students (HSP)**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 priority for the 25-26 school year is to close the achievement gap between students of color (Black and Hispanic) and White students. The 24-25 Civics EOC shows Black students have a proficiency rate 21% lower than White students and Hispanic students have a 26% lower proficiency rate than White students. The lack of consistent differentiation and interventions within the classroom has had a negative impact on learning. Student learning is impacted by students lacking mastery skills to comprehend benchmarks and apply knowledge.

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.

- To increase the number of Black students demonstrating proficiency by 5%
- To increase the number of Hispanic students demonstrating proficiency by 5%

Monitoring

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

Area of focus will be monitored through actionable feedback to teachers, data, classroom instruction, activities aligned with benchmarks, ongoing informal/formal assessments, and engaging PLCs. By monitoring this area of focus students will increase their understanding of content.

Person responsible for monitoring outcome

Allisyn Brown

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:

• Kagan Strategies • Assessing Prior Knowledge • Differentiated Instruction • Processing Information • Small Group Instruction • DBQ Project

Rationale:

Best practice according to research.

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 PLCs

Person Monitoring:

Allisyn Brown

By When/Frequency:

Weekly

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

Ms. Brown will attend PLCs to ensure teachers have a plan for the students who are not proficient in a benchmark and that intentional interventions are put into place using a station rotation model. She will also ensure that lessons are being developed that are aligned to the benchmarks, teachers have a plan to monitor for student learning, students are engaged with the content using academic vocabulary to explain their thinking, and that teachers establish behavioral expectations, create classroom routines, and build positive and respectful relationships in order to cultivate an environment conducive to learning.

Action Step #2

Increase Use of Small Group Interventions in Civics Classes

Person Monitoring:

Allisyn Brown

By When/Frequency:

Weekly

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

After formative and summative assessments, students will track their data to see how they are performing on tested benchmarks. The teacher will evaluate student assessment data to determine which interventions are need for specific students on each benchmark and provide remediation through small groups in a station rotation model.

Area of Focus #4

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD), Black/ African American Students (BLK), Hispanic Students (HSP), Economically Disadvantaged Students (FRL)**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.

Priority for the 25-26 school year is to close the achievement gap between subgroups (Black, Hispanic, SWD, FRL, and White students). Math FAST PM3 24-25 shows that there is an achievement gap between subgroups.

- Black students' proficiency rate is 38% lower than White students.
- Black students demonstrated 50% proficiency compared to White students that demonstrated 88% proficiency.
- Hispanic students' proficiency rate is 28% lower than White students.
- Hispanic students demonstrated 60% proficiency compared to White students that demonstrated 88% proficiency.
- Thirty-one percent of SWD were proficient compared to 75% of students without disabilities.
- Forty-eight percent of FRL students were proficient compared to 86% of students that did not receive FRL.

Student learning is impacted by students lacking mastery skills to comprehend benchmarks and apply knowledge. This is a crucial need because we need to maximize the learning of all our students within all subgroups and to ensure academic equity by providing all students equal opportunities to succeed.

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 the percentage of students who take Math 7 that are proficient in the 2026 FAST PM3 Math by 30% (20% to 50%)
- Increase the percentage of students who take Math 7 that show learning gains in the 2026 FAST PM3 Math by 30% (25% to 55%)
- Increase the percentage of students in the lowest quartile who take Math 7 that show learning gains in the 2026 FAST PM3 Math by 20% (25% to 45%)
- Increase the percentage of students who take Pre-Algebra that are proficient in the 2026 FAST PM3 Math by 5% (26% to 31%)
- Increase the percentage of students in the lowest quartile that show learning gains in the 2026 FAST PM3 Math by 5% (57% to 62%)
- Increase the percentage of SWD who are proficient on their FAST PM3 Math assessment by 11% (31% to 42%)

Monitoring

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

Area of focus will be monitored through actionable feedback to teachers, data, classroom instruction, activities aligned with benchmarks, ongoing informal/formal assessments, and engaging PLCs. By monitoring this area of focus students will increase their understanding of content.

Person responsible for monitoring outcome

Eric Basilo

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:

• Kagan Strategies • Assessing Prior Knowledge • Differentiated Instruction • Processing Information • Small Group Instruction • Collaborative Learning • Khan Academy • iReady and IXL

Rationale:

Best practice in education research.

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 PLCs

Person Monitoring:

Eric Basilo

By When/Frequency:

Weekly

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

Dr. Basilo will attend PLCs to ensure teachers have a plan for the students who are not proficient in a benchmark and that intentional interventions are put into place using a station rotation model. He will also ensure that lessons are being developed that are aligned to the benchmarks, teachers have a plan to monitor for student learning, students are engaged with the content using academic vocabulary to explain their thinking, and that teachers establish behavioral expectations, create classroom routines, and build positive and respectful relationships in order to cultivate an environment conducive to learning.

Action Step #2

Provide Tier 2 and 3 Instruction

Person Monitoring:

Eric Basilo

By When/Frequency:

Weekly

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

Teachers will use Khan Academy, IXL, and iReady to provide differentiated instruction to specific students based on data from formative and summative assessments.

Area of Focus #5

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

Instructional Practice specifically relating to Benchmark-aligned instruction, ELA, Intervention, Math, Science, Small-group Instruction, Social Studies, Student Engagement

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.

Teachers will provide rigorous lessons aligned to their benchmarks in the core subjects of ELA, Math, Social Studies, and Science. After two weeks of content, students will be given the most difficult question and will work collaboratively with peers to engage in a productive struggle to obtain the best answer. This is a crucial need as Markham Woods did not score in the top five of middle schools in Seminole County for core subject proficiency.

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.

First, students will increase proficiency in ELA from 56% on the FAST PM3 2025 to 63% on FAST PM3 2026. Second, students will increase proficiency in Math from 68% on the FAST PM3 2025 to 71% on FAST PM3 2026. Third, students will increase proficiency in Civics from 77% on the EOC in 2025 to 82% on the Civics EOC in 2026. Finally, students will increase proficiency in Science from 61% on the Grade 8 Science assessment in 2025 to 66% on the Grade 8 Science assessment in 2026.

Monitoring

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

Assistant Principals will analyze data with their teams to track the progress of students on formative and summative assessments from the classroom, district, and state levels. By monitoring the progress of students, Assistant Principals and teachers will be able to see which students are struggling on specific benchmarks and develop intervention plans in the classroom using small groups and station rotation to intentionally address the needs of students.

Person responsible for monitoring outcome

Jason McDonald

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:

• Kagan Strategies • Assessing Prior Knowledge • Differentiated Instruction • Processing Information • Small Group Instruction • Collaborative Learning • Khan Academy • iReady and IXL

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

Increased Instructional Coach Support for New Teachers

Person Monitoring:

Carmale Polk (ELA), Jennifer Bennett (Math),
Allisyn Brown (Science and Social Studies)

By When/Frequency:

Weekly

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

Ms. Polk and Ms. Bennett will meet with new teachers to make sure they have structures in place to allow students to focus on learning. They will provide feedback on the alignment of lessons to ELA and Math benchmarks to ensure the students are getting a viable curriculum. Ms. Polk and Ms. Bennett will also push into reading/math classes to ensure lessons are being presented properly and students are working towards standards mastery. Coaches will help teachers work on creating collaborative structures in their classroom with an emphasis on students using academic vocabulary to explain and justify their thinking and build on the ideas of others. Finally, coaches will ensure that behavioral expectations are clearly posted and that positive relationships are cultivated between teachers and students and among students in order to create an environment conducive to learning.

Action Step #2

Increased Small Group Interventions in Support Facilitated ELA and Math Classrooms

Person Monitoring:

Yvonne Bradley

By When/Frequency:

Weekly

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

Support facilitators will follow their schedule with fidelity to ensure they are providing services to SWD in ELA and Math classes. They will work with their general education teacher partner to deliver lessons and pull small groups to address specific learning needs. Support facilitators will use

formative assessments and quarterly benchmark assessment data to identify which students to pull into a small group for help on specific benchmarks.

Action Step #3

Teachers and Students Owning Their Data

Person Monitoring:

Jason McDonald

By When/Frequency:

Monthly

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

The Principal will consult with Assistant Principals to ensure that data tracking is happening in teachers' classrooms and students can articulate which benchmarks they still need support with.

Area of Focus #6

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.

Increasing the learning gains of all students in Math and the learning gains of the lowest quartile students in Math. Level 1 and 2 students need accelerated learning in Math classes so they can achieve a Level 3 or higher on the Algebra EOC in order to meet high school graduation requirements. This is a priority need as 153 students scored a Level 1 on their statewide Math 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.

153 students scored a Level 1 on their statewide math assessment in 2025. We will decrease the amount of students scoring a Level 1 by 20% in 2026.

Monitoring

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

Area of focus will be monitored through actionable feedback to teachers, data, classroom instruction, activities aligned with benchmarks, ongoing informal/formal assessments, and engaging PLCs. By monitoring this area of focus students will increase their understanding of content.

Person responsible for monitoring outcome

Eric Basilo

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:

• Kagan Strategies • Assessing Prior Knowledge • Differentiated Instruction • Processing Information • Small Group Instruction • Collaborative Learning • Khan Academy • iReady/IXL

Rationale:

Best practice in education research.

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

Teachers and Students Owning Their Data

Person Monitoring:

Eric Basilo

By When/Frequency:

Weekly

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

Teachers will have students track their data and students will know which benchmarks they still need support with. Teachers will provide in class interventions in small groups with the support facilitator and use a station rotation model to address specific student needs.

Action Step #2

Training on Collaborative Learning Structures

Person Monitoring:

Eric Basilo/Jennifer Bennett

By When/Frequency:

Weekly

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

After direct instruction from the teacher, students will work with partners on a new problem to find the best solution while the teacher circulates around the room monitoring the thought process of Level 1 and 2 students. The teacher will then address misconceptions to the group and/or the whole class. The math instructional coach will push into classes to monitor the collaboration between students and will provide follow up support during common planning time on Kagan Cooperative Learning Strategies.

Action Step #3

Increased Math Instructional Coach Support

Person Monitoring:

Eric Basilo/Jennifer Bennett

By When/Frequency:

Weekly

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

step:

Ms. Bennett will coach math teachers on implementing evidence-based instructional practices aligned to the FL B.E.S.T. Mathematics Standards and helping facilitate teacher-led small group differentiated instruction to address specific students needs.

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.

Markham Woods had 171 students who missed at least 10% of class in the 24-25 school year. This affected student learning as students missed valuable classroom instruction which impacted their learning negatively. To increase the proficiency of our lowest subgroups (SWD, FRL, Black, and Hispanic students), students need to attend school on a regular basis so they do not lose out on critical instruction and are able to receive targeted interventions to address their academic needs.

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 Attendance/Truancy team will monitor student absences and send communication home to parents in an attempt to improve attendance. With students attending school on a regular basis, academic gains will be realized with regard to learning gains and proficiency.

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.

The Attendance/Truancy team will monitor student absences and send communication home to parents in an attempt to improve attendance. With students attending school on a regular basis, academic gains will be realized with regard to learning gains and proficiency.

Person responsible for monitoring outcome

Melanie Johnson

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable

outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

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

Consistent Parent Communication

Person Monitoring:

Tasha Smith

By When/Frequency:

Weekly

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

Ms. Smith will mail 5-, 10-, and 15-day truancy letters for student with unexcused absences.

Action Step #2

Intentionally Inviting Campus Atmosphere

Person Monitoring:

Jason McDonald

By When/Frequency:

Daily

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

Dr. McDonald will ensure the campus stays clean and adults act intentionally inviting to all students when they are on campus. Through attendance data trends and student school safety surveys, the school will be able to determine if students are viewing school positively by attending school more regularly.

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.

According to PBIS.org, "PBIS is a framework for creating safe, positive, equitable schools, where every student can *feel valued, connected to the school community and supported by caring adults.*" By creating a welcoming atmosphere, we expect to have increased academic achievement and reduced exclusionary discipline. Referrals were reduced by 11% in 24-25 as compared to 23-24, so we want to continue this positive trend where students are in class and learning. Additionally, the total number of out of school suspensions (OSS) increased by 7% in 24-25 as compared to 23-24, however, the percentage of Black students receiving OSS decreased by 7%, while the percentage of SWD receiving OSS decreased by 1%.

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 total number of out of school suspensions (OSS) increased by 7% in 24-25 as compared to 23-24, the percentage of Black students receiving OSS decreased by 7%, and the percentage of SWD receiving OSS decreased by 1%. By focusing on PBIS and creating a more positive campus environment, the percentage of Black students and SWD receiving OSS will decrease by 5% in 25-26.

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.

Weekly discipline reports with comparison data will be presented by the discipline team to the administrative team. With more students in school learning and not serving OSS, we expect academic achievement to increase.

Person responsible for monitoring outcome

Raiza Agosto and Presley Dershimer

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:

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

Create PBIS DREAM Lounge

Person Monitoring:

Raiza Agosto and Patrice Anderson

By When/Frequency:

End of October

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

Dr. Agosto and Dr. Anderson will create a PBIS Dream Lounge in the cafeteria where students can redeem their DREAM Dollars for various rewards and prizes.

Action Step #2

DREAM Cart

Person Monitoring:

Raiza Agosto

By When/Frequency:

Twice a month

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

DREAM Cart with rewards will be made available to students twice a month where they can redeem Dream Dollars for various rewards and prizes.

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.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

No Answer Entered

Plans to Strengthen the Academic Program

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

No Answer Entered

How Plan is Developed

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

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

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

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

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI 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.

In collaboration with the Assistant Superintendent, school leaders identify and align resources to meet the needs of all students and maximize desired student outcomes. Evaluation of student achievement data and related early warning factors such as attendance and discipline referrals are at the core of this work. Principals review data with the school leadership team, staff, and other relevant stakeholders, then develop or modify goals and strategies to align with the school needs presented. These goals and strategies are then operationalized through action items within the annual School Improvement Plan. These specific interventions or activities are noted within the SIP, and funding resources are assigned.

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).

In the area of literacy, performance data from benchmark assessments are used to progress monitor whether core instruction is meeting the needs of students. A benchmark of 80% of students being at or above the 26th percentile is used to monitor whether further supports are needed. This data along with the data from district leadership walkthroughs in ELA classrooms are used by Assistant Superintendents to help school leaders problem solve after the administration of these assessments.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

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