

Seminole County Public Schools

TUSKAWILLA MIDDLE SCHOOL



2025-26 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of Tuskawilla Middle School is to cultivate an environment, built on relationships, where students strive to explore career opportunities, create new possibilities, and innovate the world around them for a better tomorrow.

Provide the school's vision statement

The vision of Tuskawilla Middle School is for all students to be engaged in their learning through individualized and innovative educational experiences to prepare them for success in the ever-changing world.

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

Randy Shuler

randy_shuler@scps.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

Financial, Operational, Decision-Making, Vision and Data Monitoring

Leadership Team Member #2

Employee's Name

Ryan Garrett

ryan_garrett@scps.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

Curriculum & Instruction: Master Schedule, ESE/504/Gifted, CTE/ECI, Math

Leadership Team Member #3

Employee's Name

Cynthia Woods

cynthia_woods@scps.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

Curriculum & Instruction: Science, Social Studies, PE, School Counselors

Leadership Team Member #4

Employee's Name

Nicole Rottler-Wysong

rottlena@scps.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

Curriculum & Instruction: ELA, Reading, ESOL, Foreign Language, Performing Arts, Clerical

Leadership Team Member #5

Employee's Name

Christopher Scott

christopher_scott@scps.k12.fl.us

Position Title

School Administration Manager

Job Duties and Responsibilities

Technology Work Orders/Inventory/Management, Testing, School Pictures, Health Screening, Facilities (Work Orders/Inventory)

Leadership Team Member #6

Employee's Name

Mary McDonald

marykate_mcdonald@scps.k12.fl.us

Position Title

Dean of Students

Job Duties and Responsibilities

All Discipline, Bus/Transportation Contact, Restorative Practices, PBIS, Bully Prevention Contact, Hope Scholarship, Athletic Director (Clubs/Sports)

Leadership Team Member #7

Employee's Name

Tara Richardson

richartz@scps.lk12.fl.us

Position Title

Literacy Coach

Job Duties and Responsibilities

Instructional Coaching School-Wide, Data Management, Pull Out/Push In Student Intervention, Write Score, I-Ready Contact, Literacy Initiative, Read to Lead, Battle of the Books, and WIN Coordination

Leadership Team Member #8

Employee's Name

Vickie Burlison

vickie_burlison@scps.k12.fl.us

Position Title

Math Coach

Job Duties and Responsibilities

Instructional Coaching School-Wide, Data Management, Pull Out/Push In Student Intervention, Math Festival and WIN Coordination

Leadership Team Member #9

Employee's Name

Jarrett Jefferson

jarrett_jefferson@scps.k12.fl.us

Position Title

Instructional Coach

Job Duties and Responsibilities

Instructional Coaching School-Wide, Data Management, Pull Out/Push In Student Intervention, Legends of Learning Contact, Science Fair, Science Night, NEST Program and WIN Coordination

Leadership Team Member #10

Employee's Name

Vanessa Hernandez

vanessa_hernandez@scps.k12.fl.us

Position Title

School Counselor

Job Duties and Responsibilities

Students Last Names A-L, Hispanic Heritage Month, Student of the Month (4.0 Celebration, etc.), Lake Howell Field Trip, and Testing

Leadership Team Member #11

Employee's Name

Shakira Barrett

barretst@scps.k12.fl.us

Position Title

School Counselor

Job Duties and Responsibilities

Student Last Names M-Z, Black History Month, Student of the Month (4.0 Celebration, etc.), Incoming 6th Grade Counselor, Testing

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.

Tuskawilla Middle School takes pride in fostering strong partnerships with parents and the broader community. All stakeholders are invited to participate in School Advisory Council (SAC) meetings, where the School Improvement Plan (SIP) is reviewed and discussed in detail. A draft of the SIP is shared with parents and community members, who are encouraged to engage in meaningful dialogue, ask questions, and offer valuable input on strategies aimed at promoting a positive school culture and learning environment.

To ensure inclusivity, the school will assess language translation needs in advance of meetings, and communication through ParentSquare will be provided in a language families can understand. Parents will also be informed of where to access the 2025–2026 School Improvement Plan, which will be revisited throughout the year.

Additionally, the school leadership team including instructional coaches and school counselors plays an integral role in reviewing all components of the SIP. Their contributions support both the development of the plan and its ongoing refinement through quarterly reviews, during which updates may be made based on the latest data analysis.

3. SIP Monitoring

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

SIP action plans will be regularly reviewed and monitored to ensure effective implementation through Professional Learning Communities (PLCs), Collaborative Learning (COL) meetings, and school wide professional learning initiatives. Teachers will implement identified essential benchmarks and standards with fidelity, analyze both classroom and progress monitoring data, and determine which strategies are effective and where adjustments are needed. Based on data analysis, targeted interventions will be provided for students requiring additional support, while enrichment opportunities will be offered to students who have already demonstrated proficiency.

The plan will be continuously refined and revised as needed to promote ongoing improvement, incorporating feedback from stakeholders as appropriate.

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	52.1%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
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							411	329	305	1,045
Absent 10% or more school days							49	42	42	133
One or more suspensions							29	27	19	75
Course failure in English Language Arts (ELA)							43	82	46	171
Course failure in Math							71	58	32	161
Level 1 on statewide ELA assessment							59	59	43	161
Level 1 on statewide Math assessment							76	32	35	143
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)							25	24	4	53
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)							5	0	0	5

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							100	84	62	246

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							31	23	0	54
Students retained two or more times							5	9	1	15

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							61	80	64	205
One or more suspensions							10	17	10	37
Course failure in English Language Arts (ELA)							14	25	15	54
Course failure in Math							16	19	5	40
Level 1 on statewide ELA assessment							20	26	19	65
Level 1 on statewide Math assessment							24	24	11	59
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							41	51	35	127

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							21	34		55
Students retained two or more times							4	16		20

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*	61	64	58	49	57	53	53	54	49
Grade 3 ELA Achievement	27			21					
ELA Learning Gains	62	62	59	48	56	56			
ELA Lowest 25th Percentile	58	54	52	42	50	50			
Math Achievement*	72	69	63	65	65	60	63	61	56
Math Learning Gains	70	64	62	66	65	62			
Math Lowest 25th Percentile	65	57	57	60	60	60			
Science Achievement	62	62	54	54	56	51	56	56	49
Social Studies Achievement*	77	78	73	74	73	70	76	72	68
Graduation Rate									
Middle School Acceleration	86	82	77	82	77	74	78	76	73
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	86	66	53	76	65	49	50	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)	N/A
OVERALL FPPI – All Students	70%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	699
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
70%	62%	66%	60%	54%		62%

* 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	44%	No		
English Language Learners	65%	No		
Asian Students	87%	No		
Black/African American Students	49%	No		
Hispanic Students	65%	No		
Multiracial Students	66%	No		
White Students	76%	No		
Economically Disadvantaged Students	63%	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 L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGR
All Students	61%		62%	58%	72%	70%	65%	62%	77%	86%			86%
Students With Disabilities	27%		54%	55%	30%	56%	55%	23%	33%				62%
English Language Learners	50%		69%	65%	59%	73%	64%	33%	68%	83%			86%
Asian Students	81%		73%		89%	79%		87%	100%	100%			
Black/African American Students	32%		48%	42%	43%	60%	51%	47%	40%	78%			
Hispanic Students	57%		58%	57%	64%	67%	61%	52%	72%	80%			85%
Multiracial Students	59%		58%	47%	78%	70%	73%	50%	83%	75%			
White Students	69%		67%	68%	83%	74%	76%	73%	85%	89%			
Economically Disadvantaged Students	49%		54%	53%	61%	66%	60%	52%	66%	82%			83%

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	49%		48%	42%	65%	66%	60%	54%	74%	82%			76%
Students With Disabilities	14%		36%	35%	18%	50%	49%	20%	31%	62%			54%
English Language Learners	33%		40%	33%	46%	58%	55%	25%	71%	70%			76%
Asian Students	69%		63%		83%	78%		63%	100%	76%			
Black/African American Students	33%		45%	38%	42%	55%	41%	35%	55%	71%			
Hispanic Students	42%		45%	39%	57%	64%	60%	46%	68%	80%			73%
Multiracial Students	46%		35%	38%	60%	52%	62%	46%	60%	70%			
White Students	56%		51%	51%	77%	71%	71%	65%	82%	86%			
Economically Disadvantaged Students	39%		44%	36%	53%	61%	57%	43%	65%	74%			75%

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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%			56%	76%	78%			50%
Students With Disabilities	15%				23%			24%	51%	50%			
English Language Learners	31%				47%			24%	63%	64%			70%
Asian Students	67%				86%			67%	94%	94%			
Black/African American Students	36%				46%			39%	63%	94%			
Hispanic Students	48%				54%			47%	72%	69%			72%
Multiracial Students	50%				63%			63%	70%	82%			
White Students	59%				71%			68%	82%	79%			
Economically Disadvantaged Students	42%				53%			45%	70%	73%			72%

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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	56%	66%	-10%	60%	-4%
ELA	7	62%	63%	-1%	57%	5%
ELA	8	61%	62%	-1%	55%	6%
Math	6	54%	71%	-17%	60%	-6%
Math	7	76%	72%	4%	50%	26%
Math	8	46%	33%	13%	57%	-11%
Science	8	60%	61%	-1%	49%	11%
Civics		76%	76%	0%	71%	5%
Algebra		89%	61%	28%	54%	35%
Geometry		97%	60%	37%	54%	43%

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?

English Language Arts (ELA) demonstrated the most notable improvement, with learning gains for the lowest quartile increasing by 16% from 42% in 2024 to 58% in 2025 and overall ELA learning gains rising by 14%, from 48% to 62% during the same period. These improvements are the result of intentional efforts to identify areas for growth and consistently monitor student progress. Contributing strategies included a stronger focus on embedding effective instructional practices into daily instruction, expanded use of student tracking sheets, and regular implementation of the mastery tracker by both teachers and students. Additionally, the ESE Support Facilitation Model was revised to promote a more collaborative and integrated approach to classroom support.

Lowest Performance

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

The area with the lowest performance was Math Learning Gains, which showed a 3% improvement from the previous year, increasing from 67% to 70%. Additionally, Math Learning Gains for the Lowest Quartile improved by 4%, rising from 61% to 65%. While we are encouraged by the progress in these areas, continuous improvement remains a priority. When students are not demonstrating adequate growth, Tier 2 support is provided through data driven, targeted interventions delivered within the classroom during the WIN (What I Need) period.

Greatest Decline

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

As mentioned above, the areas with the lowest performance was Math Learning Gains, which showed a 3% improvement from the previous year, increasing from 67% to 70%. Additionally, Math Learning Gains for the Lowest Quartile improved by 4%, rising from 61% to 65%. While we are encouraged by the progress in these areas, continuous improvement remains a priority. When students are not demonstrating adequate growth, Tier 2 support is provided through data-driven,

targeted interventions delivered within the classroom during the WIN (What I Need) period.

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.

Tuskawilla's most significant achievement gap exists within our subgroups, particularly among our Black/African American Students and Students with Disabilities in ELA/Reading and Math. However, we are seeing steady and meaningful progress in both areas. Notably, our data shows improvement across all components for Black/African American students, with the exception of ELA and Social Studies Achievement. Similarly, Students with Disabilities have shown gains in all areas, with the exception of a slight 2% decline in Social Studies Achievement only. These trends indicate that our current interventions are effectively supporting both our Black/African American students and Students with Disabilities. This progress reinforces the importance of continuing with our current strategies and maintaining consistency in our efforts.

As a result of this data, Tuskawilla is continuing to refine our ESE Support Facilitation model to promote a more collaborative approach within supported classrooms. To enhance this shift, support facilitators participated in professional learning developed and led by Mr. Shuler (Principal). The session centered on key instructional frameworks including Understanding by Design, PLC collaboration, and tiered interventions. Support Facilitators explored the use of backward design to align curriculum, instruction, and assessment, while incorporating data driven strategies and cross disciplinary connections. The session concluded with structured reflection and action planning, equipping facilitators with practical tools to support differentiated instruction and improve student outcomes.

Reading, writing and listening skills will continue to be addressed in all classrooms. Administrators and Instructional Coaches will model and monitor the implementation of researched based literacy strategies. TWMS ELA classrooms will continue with a co-teaching model with General Education Teachers and ESE Teachers to focus on specific literacy skills. We will also ensure students with disabilities receive their accommodations with consistency and fidelity. Students will be provided opportunities to work with their teachers in small groups and teacher led stations during core instruction, as time permits. These students will also be asked to attend WIN intervention groups as determined by their data.

EWS Areas of Concern

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

Reading/Math Learning Gains

Student Attendance

Highest Priorities

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

Highest priority for school improvement ranking for this upcoming school year:

1. Reading/Math Learning Gains
2. Science/Civics Achievement
3. Student Attendance
4. School Safety
5. Teacher-Student Relationships through Restorative Practices

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 Benchmark-aligned instruction, Collaborative Planning, Differentiation, 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.

Students who score level 1 and low level 2 in reading are placed in intensive reading classes to support their needs. When students are not making progress with Tier 2 support, data driven targeted interventions will be delivered in the classroom setting and during WIN (What I Need). General Education and ESE Teachers will provide students will focus on teaching specific skills with small groups and/or individualized instructional support with increased intensity on targeted standards.

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.

Based on 2025 state assessments and progress monitoring, Tuskawilla will focus on increasing by 10% the number of students scoring level 3 or above for ELA. ELA FAST PM3 data in all 3 grade levels reflects a need for continuous improvement.

Monitoring

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

Teachers Identify Essential Benchmarks/Standards

Formative and Summative Assessments

Progress Monitoring Assessments 3 times a year

Student Tracking Sheets

iReady Assessments

Grades/Observing Student Work

FAST monitoring to collect data on progression of individual sub groups

Each academic quarter, teachers identify essential standards and benchmarks to monitor student mastery. Upon selection, these standards are further refined into prioritized, specific, and measurable learning objectives that align with the overarching goals of the curriculum and are appropriate for the designated grade level and subject area. These focus areas receive targeted, in-depth instruction, with students being provided multiple opportunities to demonstrate mastery. In instances where students do not achieve mastery, Tier 2 interventions are implemented through WIN (What I Need) time and/or with the support of instructional coaches. These supports are delivered in conjunction with existing Tier 2 interventions within the classroom, including station rotation models.

Student learning is consistently monitored through the use of student tracking sheets, formative and summative assessments, and progress monitoring assessments administered three times per year. Based on the analysis of this data, additional support will be provided to students with disabilities within core content classrooms. Targeted interventions will also be implemented for both general education students and students with disabilities who demonstrate insufficient academic progress. For students with identified learning disabilities, academic performance (including grades, iReady data, and progress monitoring results) will be regularly reviewed by general education teachers, ESE teachers, and IEP case managers to ensure progress toward individual goals. This information will be used to guide discussions and decision making in IEP meetings, Student Study Team (SST) meetings, and Multi-Tiered System of Supports (MTSS) team meetings.

To increase academic rigor, all students are enrolled in advanced courses, accompanied by additional intervention and acceleration as needed. Administrative support for teachers will be strengthened through the establishment of clear expectations during Professional Learning Community (PLC) meetings. Targeted intervention will continue both within the classroom and during designated WIN (What I Need) time. This Tier 2 intervention period offers students focused support on specific priority days, allowing for re-teaching and reinforcement of concepts with which they previously struggled.

ESE Support Team

Each ESE teacher is assigned to a specific grade and subject area for support facilitation. The ESE team and general education teachers will implement a co-teaching model, sharing all instructional responsibilities within designated grade levels and content areas. They will share a common planning period with the COL (Collaborative Learning) team they support and are expected to participate in weekly COL meetings. While in the classroom, support facilitators are expected to apply co-teaching best practices alongside the general education teacher.

Using student data, targeted interventions will be provided during WIN (What I Need) time, which occurs for 25 minutes on Tuesdays and 25 minutes on Thursdays. At the end of each quarter, support

facilitators will review academic progress for students on their caseloads and identify those not demonstrating learning gains in order to provide additional intervention and support.

Person responsible for monitoring outcome

Administration and Teachers

Evidence-based Intervention:

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

Description of Intervention #1:

The following evidence-based interventions are available to middle schools to help them support students based upon the area of need of the individual student: Content Area Reading (demonstrates a rationale) and iReady (moderate evidence). For students with disabilities who are served in separate classroom environments for the majority of the instructional day, additional curriculum has been included to address reading deficits as needed: Reading Mastery (promising evidence), Corrective Reading (strong evidence), and Lexia Power Up (strong evidence). Lexia Power Up may also be used with students who are English Language Learners. .

Rationale:

All Levels - ELA - A variety of interventions are available to the schools to allow them to meet the needs of individual students. This allows all the areas of reading to be addressed from foundations to comprehension across the K-12 continuum. All of the listed interventions have been included in the K-12 Comprehensive Evidence-Based Reading Plan.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising 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

Teacher classroom interventions and Tier 2 WIN (what I need) Intervention Time.

Person Monitoring:

Teachers and Administration

By When/Frequency:

25 minutes - Biweekly

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

Teachers are tasked with identifying and monitoring at risk and/or Acceleration Opportunity (AO) students within specific subgroups. COL teams meet quarterly with the principal to review the progress of these identified students and determine necessary supports. School administrators will actively monitor the implementation of essential standards and benchmarks through regular classroom walkthroughs, providing meaningful, reflective feedback to guide instruction. Opportunities will be provided for teachers to engage in collaborative discussions based on feedback, and action plans will be developed when needed to address areas of concern. Instructional Coaches will

continue to support COLs and individual teachers, and professional development opportunities will be offered based on identified needs.

Action Step #2

Literacy Training

Person Monitoring:

ELA Leaders

By When/Frequency:

Monthly

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

Throughout the school year, literacy coaches, classroom teachers, and school administrators will participate in a range of professional learning opportunities and receive targeted support through district led trainings. Literacy coaches will meet monthly with district curriculum specialists to review Tier 3 intervention reading data, explore effective instructional strategies, and plan professional development sessions to deliver to teachers at their schools. Tuskawilla has taken several steps to address the concerns reflected in our ELA data. These efforts include strengthening literacy instruction across all core subjects and select electives, adjusting how we deliver support facilitation, offering focused professional development, and improving our schoolwide intervention strategies. These actions are designed to boost student learning and behavior, especially in literacy. To better support teachers, school administrators will provide clear expectations during Professional Learning Communities (PLCs). Targeted interventions will continue both in the classroom and during WIN (What I Need) time. This Tier 2 intervention time allows for focused support on specific days, giving students extra help with key concepts they've found challenging. We will also collaborate with district curriculum specialists each quarter to review data and align our instruction with benchmark goals. In addition, schools will receive dedicated support to ensure differentiated instruction is in place, meeting individual student needs in alignment with the SCPS K–12 Comprehensive Reading Plan.

Action Step #3

Florida Center for Reading Research (FCRR) Training and Support

Person Monitoring:

Teachers and Administration

By When/Frequency:

Monthly

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

Tuskawilla is partnering with the Florida Center for Reading Research (FCRR) to provide a range of resources and support aimed at enhancing students' reading skills. These resources include evidence based practices, assessment tools, and practical guidance for educators and parents. FCRR's assessment tools help identify students' strengths and areas for growth in reading by evaluating key aspects of reading development, including phonemic awareness, phonics, fluency, vocabulary, and comprehension. In addition, FCRR offers teachers engaging activities that allow students to practice, demonstrate, and expand on what they've already learned, along with toolkits to support literacy growth. School administrators will closely monitor the implementation of these research-driven practices, assessment tools, and guidance, ensuring alignment with essential standards and benchmarks through regular classroom walkthroughs. They will provide meaningful, reflective feedback to inform instruction and create opportunities for teachers to engage in collaborative discussions. If necessary, action plans will be developed to address any areas of concern.

Area of Focus #2

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

Instructional Practice specifically relating to Benchmark-aligned instruction,

Collaborative Planning, Differentiation, 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.

Tuskawilla has shown a solid overall improvement of 7% in Math Achievement. In addition, Math Learning Gains and Learning Gains for the Lowest 25% have increased by 3% and 4%, respectively. While we are encouraged by this progress, Tuskawilla remains committed to maintaining our focus and continuing the successful strategies that have contributed to these positive results.

When math students are not making progress with Tier 2 support, data driven targeted interventions will be delivered in the classroom setting and during WIN (What I Need). General Education and ESE Teachers will provide students will focus on teaching specific skills with small groups and/or individualized instructional support with increased intensity on targeted standards.

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.

Based on the 2025 state assessments and progress monitoring results, Tuskawilla Middle School will prioritize increasing the percentage of students scoring Level 3 or higher in Math. A review of the Math FAST PM3 data indicates a need for improvement across all three grade levels, with a targeted goal of achieving a 10% increase in overall proficiency.

Monitoring

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

Teachers Identify Essential Benchmarks/Standards

Formative and Summative Assessments

Progress Monitoring Assessments 3 times a year

Student Tracking Sheets

iReady Assessments

Grades/Observing Student Work

FAST monitoring to collect data on progression of individual sub groups

Each academic quarter, teachers identify essential standards and benchmarks to monitor student mastery. Upon selection, these standards are further refined into prioritized, specific, and measurable learning objectives that align with the overarching goals of the curriculum and are appropriate for the

designated grade level and subject area. These focus areas receive targeted, in-depth instruction, with students being provided multiple opportunities to demonstrate mastery. In instances where students do not achieve mastery, Tier 2 interventions are implemented through WIN (What I Need) time and/or with the support of instructional coaches. These supports are delivered in conjunction with existing Tier 2 interventions within the classroom, including station rotation models.

Student learning is consistently monitored through the use of student tracking sheets, formative and summative assessments, and progress monitoring assessments administered three times per year. Based on the analysis of this data, additional support will be provided to students with disabilities within core content classrooms. Targeted interventions will also be implemented for both general education students and students with disabilities who demonstrate insufficient academic progress. For students with identified learning disabilities, academic performance (including grades, iReady data, and progress monitoring results) will be regularly reviewed by general education teachers, ESE teachers, and IEP case managers to ensure progress toward individual goals. This information will be used to guide discussions and decision making in IEP meetings, Student Study Team (SST) meetings, and Multi-Tiered System of Supports (MTSS) team meetings.

To increase academic rigor, all students are enrolled in advanced courses, accompanied by additional intervention and acceleration as needed. Administrative support for teachers will be strengthened through the establishment of clear expectations during Professional Learning Community (PLC) meetings. Targeted intervention will continue both within the classroom and during designated WIN (What I Need) time. This Tier 2 intervention period offers students focused support on specific priority days, allowing for re-teaching and reinforcement of concepts with which they previously struggled.

ESE Support Team

Each ESE teacher is assigned to a specific grade and subject area for support facilitation. The ESE team and general education teachers will implement a co-teaching model, sharing all instructional responsibilities within designated grade levels and content areas. They will share a common planning period with the COL (Collaborative Learning) team they support and are expected to participate in weekly COL meetings. While in the classroom, support facilitators are expected to apply co-teaching best practices alongside the general education teacher.

Using student data, targeted interventions will be provided during WIN (What I Need) time, which occurs for 25 minutes on Tuesdays and 25 minutes on Thursdays. At the end of each quarter, support facilitators will review academic progress for students on their caseloads and identify those not demonstrating learning gains in order to provide additional intervention and support.

Person responsible for monitoring outcome

Evidence-based Intervention:

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

Description of Intervention #1:

The following evidence-based interventions are available to support students based upon the area of need of the individual student: iReady, Teacher Led Ready Florida BEST Math Instruction, Khan Academy, Seminole Numeracy Project.

Rationale:

Math- All the listed interventions have research-based evidence for efficacy.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising 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

Accelerating Achievement and Learning Growth of Lower Quartile Learners

Person Monitoring:

Administration and Teachers

By When/Frequency:

Daily, Biweekly, Monthly and Quarterly

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

Students receive Tier 2 intervention twice a week for a minimum of 25 minutes, targeting specific areas of academic difficulty. Instruction is guided by classroom data and focused on essential standards, with additional reinforcement provided as needed. Enrichment and acceleration activities are integrated into classroom stations to extend learning opportunities for all students. For those who excel in enrichment, WIN (What I Need) time offers targeted support to further challenge and deepen their understanding. Student progress is monitored using a variety of tools, including tracking sheets, formative and summative assessments, progress monitoring 3 times a year, and FAST assessments to evaluate growth within individual subgroups. The administrative team supports implementation through regular classroom walkthroughs with meaningful feedback and by reviewing weekly Collaborative Learning (COL) sessions to ensure alignment with school wide goals. Additionally, professional development in Restorative Practices will be provided to teachers to strengthen relationship-building and classroom culture.

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.

Tuskawilla Middle School continues to foster a positive school culture through a comprehensive behavior support system grounded in restorative practices, progressive discipline, and the POWER expectations: **Positive Attitude, Open-Mindedness, Willingness to Learn, Empathy Toward Others, and Respect at All Times.**

In the 2023–2024 school year, the school implemented a progressive discipline model that emphasized accountability and reflection. Students who received disciplinary consequences participated in restorative conversations to reflect on their actions and identify strategies for making better choices. The PBIS framework was strengthened through the use of **Titan Tickets**, which students earned for demonstrating positive behaviors and redeemed in classrooms, with administrators, and at the **Titan Ticket Store** in the cafeteria.

In 2024–2025, the program expanded to include:

- **POWER Teacher of the Week** to encourage staff engagement.
- Enhanced **Titan Time** every Wednesday for 30 minutes, used to reinforce expectations and facilitate meaningful peer conversations.
- Increased student incentives and spending opportunities based on student feedback.
- **Student government-led school spirit events** redeemable with Titan Tickets.
- A targeted **mentoring program** for 15 high-needs students, now including a book study on *The 7 Habits of Highly Effective Teens*.
- Daily relationship-building and proactive support through restorative practices, with a schoolwide goal of being **80% proactive and 20% reactive**.

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 on discipline data from 2023–2024 to 2024–2025, the school achieved the following measurable improvements:

- **Total referrals** decreased by **28.4%**
- **Unique students with referrals** decreased by **24.3%**
- **Classroom referrals** decreased by **44.8%**

- **Insubordination** decreased by **63.5%**
- **Failure to report to detention/student support** decreased by **46.7%**
- **Unsafe acts** decreased by **34.5%**
- **Electronic device misuse** decreased by **12.5%**
- These outcomes demonstrate the effectiveness of the school's proactive and restorative approach to behavior management.

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.

Monitoring:

The school leadership team will continue to monitor discipline data, attendance trends, and student feedback. Walkthroughs during Titan Time and classroom observations will assess implementation fidelity. Staff will receive ongoing support to strengthen restorative practices and behavior reinforcement strategies.

Person responsible for monitoring outcome

Administration and Teachers

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:

All Levels - The Multi-Tiered Support System (MTSS) process is a team-based approach that relies on a strong collaboration between families and professionals from a variety of disciplines regardless of the level implemented. MTSS provides a positive and effective means to support student learning, attendance and behavior. Schools should have evidence of a strong Tier 1 framework of support in all of these areas.

Rationale:

All Levels - MTSS methods are research-based and proven to positively impact school climate and increase academic performance. Interventions should be targeted to meet a specific need of students at the school based on data and should involve explicit teaching and monitoring.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising 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

Restorative Practices - Building Relationships (Student-Teacher Trust)

Person Monitoring:

Administration and Teachers

By When/Frequency:

Daily, Weekly, Monthly and Quarterly

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

Tuskawilla Middle School integrates Restorative Practices to build strong relationships between students and staff, creating a supportive foundation for addressing concerns and resolving conflict collaboratively. These practices provide students with a voice, fostering mutual trust and respect that enhances the learning environment. The core aim of Restorative Practices is to strengthen the sense of community and address conflict by repairing harm and restoring relationships. This approach aligns with the belief that individuals are more cooperative, productive, and willing to make positive changes when authority figures work with them, rather than imposing actions upon them. Teachers equip students with conflict resolution strategies by explicitly teaching communication skills, empathy, and how to consider multiple perspectives. Fair and consistent classroom processes help students understand expectations for resolving disputes, ensuring equity and accountability. Teachers and administrators emphasize that Restorative Practices complement—not replace—traditional consequences. This balanced approach allows students to reflect on their actions, understand the impact of their behavior, and make better choices in the future while still being held accountable. In alignment with this philosophy, Tuskawilla Middle School continues to implement the P.O.W.E.R. initiative, which promotes positive student behavior through recognition, incentives, and instruction. P.O.W.E.R. stands for: P = Positive Attitude O = Open-Mindedness W = Willingness to Learn E = Empathy Toward Others R = Respect at All Times For the 2025–26 school year, the initiative emphasizes Soft Skills development to further support a culture rooted in restorative practices. During the first week of school, teachers participate in professional learning focused on P.O.W.E.R. Principles. Throughout the school year, teachers deliver P.O.W.E.R. Strategies Lessons on topics such as Conversational Skills, which include rationales, behavior examples, discussion prompts, and ideas for classroom integration. Teachers are encouraged to frequently acknowledge students who demonstrate these values, reinforcing desired behaviors campus-wide. To strengthen these efforts, “Titan Time” has been introduced every Wednesday as a dedicated 30-minute block for social emotional learning and reinforcement of P.O.W.E.R. principles. During this time, students engage in teacher led lessons and activities designed to promote emotional intelligence, reflection, and interpersonal skills. Monitoring the effectiveness of Restorative Practices and the P.O.W.E.R. initiative is central to improving student achievement outcomes. The school leadership team will regularly review behavior and discipline data, attendance trends, and student perception survey results. Walkthrough observations during Titan Time and P.O.W.E.R. lesson delivery will help assess implementation fidelity. Teachers and staff will receive ongoing feedback and support to enhance their use of restorative strategies and behavior reinforcement. These monitoring efforts will guide adjustments and targeted interventions to ensure a sustained positive impact on student engagement, school culture, and academic success.

Area of Focus #2

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.

Based on 2025–26 school year data from our Early Warning Systems, Tuskawilla Middle School has shown a decrease in chronic absenteeism across all grade levels. Specifically, sixth grade saw a 5% reduction in students absent 10% or more school days, seventh grade experienced a significant 31% decrease, and eighth grade reported a 9% reduction.

These improvements reflect the school's ongoing efforts to build a supportive and engaging environment, address underlying student challenges, and establish clear attendance expectations. Key strategies included Early Interventions (as listed below in monitoring), strengthening teacher-student relationships, offering academic and wellness supports, increasing parental engagement, and implementing targeted interventions for students struggling with attendance.

The decline in the number of students with 10–15 or more absences has contributed meaningfully to Tuskawilla's achievement of "A" school status. While we are proud of this progress, we recognize the need for continued efforts. We remain committed to the systems and strategies in place to further reduce chronic absenteeism and support student success.

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 on 2025–26 school year data from our Early Warning Systems, Tuskawilla Middle School has shown a decrease in chronic absenteeism across all grade levels. Specifically, sixth grade saw a 5% reduction in students absent 10% or more school days, seventh grade experienced a significant 31% decrease, and eighth grade reported a 9% reduction.

Although we are proud of this progress, we recognize the need for continued efforts. We remain committed to the systems and strategies we have in place to further reduce and/or eliminate chronic absenteeism by 5% percent in each grade level for the upcoming 2025-2026 school year.

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.

Tuskawilla Middle School follows a comprehensive and consistent process for monitoring,

documenting, and addressing student attendance to reduce absenteeism and support student success. The steps are as follows:

1. **Daily Attendance Tracking:** Teachers are required to take attendance at the start of each class period. The district also runs an automated daily attendance check through the student information system.
2. **Initial Parent Contact:** After two unexcused absences, the student's first period teacher contacts the parent or guardian to address the issue and offer support.
3. **Administrative Monitoring:** On the 5th, 10th, and 15th absence, the Attendance Clerk generates reports to flag students for further follow-up.
4. **Social Worker Follow-up:** The school's social worker contacts families to understand the cause of ongoing absences and provide support or resources when appropriate.
5. **Weekly MTSS Monitoring Meetings:** The Multi-Tiered System of Supports (MTSS) Team including administrators, teachers, counselors, the social worker, and the attendance clerk meets weekly for "Check and Connect" sessions. These meetings often include direct conversations with individual students to address concerns and reinforce expectations.
6. **Support for Students with Disabilities:** ESE teachers and case managers monitor attendance for students with disabilities and reach out to families as needed to address attendance barriers and ensure compliance with student plans.

Evidence of Attendance Monitoring includes:

- Skyward daily attendance reports
- Documented parent/guardian communication
- Notification letters
- Teacher phone calls home
- Social worker outreach
- Other forms of required documentation

This structured approach ensures that student attendance is closely monitored and supported, helping to identify patterns early and implement timely interventions to support academic engagement.

Person responsible for monitoring outcome

Attendance Administrator, Teachers, School Counselors, Social Worker, Attendance Clerk

Evidence-based Intervention:

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

Description of Intervention #1:

The Multi-Tiered Support System (MTSS) process is a team based approach that relies on a strong collaboration between families and professionals from a variety of disciplines regardless of the level implemented. MTSS provides a positive and effective means to support student learning, attendance and behavior. Schools should have evidence of a strong Tier 1 framework of support in all of these areas.

Rationale:

MTSS methods are research based and proven to positively impact school climate and increase academic performance. Interventions should be targeted to meet a specific need of students at the school based on data and should involve explicit teaching and monitoring.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising 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

Attendance Monitoring

Person Monitoring:

Attendance Administrator, Teachers, School Counselors, Social Worker, Attendance Clerk

By When/Frequency:

Weekly and as necessary

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

Attendance will be monitored weekly by the Attendance/Tuancy Team. The Attendance/Tuancy Team meets every Friday beginning August 22, 2025. The team consists of: Ryan Garrett, Assistant Principal Vanessa Hernandez, School Counselor Shakira Barrett, School Counselor Audrey Morales, School Social Worker Attendance letters will go out beginning the second week of school. The first meeting will identify 30-35 students who had a concerning number of absences during the 2025-2026 school year and reach out to the families to learn more about what barriers may have caused some of the attendance problems and come up with a plan for success this year. Each meeting will begin with reviewing the weekly attendance of these students to determine if additional support is needed for the student and/or family. Each meeting will also focus on students with attendance concerns from this school year. We will reach out to the parent/guardians and learn more about the barriers for consistent attendance this school year to determine what supports are needed. Support plans will be put in place and students will be monitored during future meetings. The truancy team will meet consistently to do both steps above, regardless of certain members being absent.

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).

ELA - In the area of literacy, performance data from FAST and iReady in elementary schools or benchmark assessments in secondary schools 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
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BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00