Brevard Public Schools

DELAURA MIDDLE SCHOOL



2026-27 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

At DeLaura Middle School, we believe all students can achieve at high levels through rigorous, standards-based instruction and purposeful support. Every day, we foster growth through challenge, feedback, and a commitment to excellence.

Provide the school's vision statement

Every student in every classroom will engage in daily, rigorous, standards-based, grade-level learning guided by clear goals, productive struggle, meaningful feedback, and high expectations to ensure growth and success.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Tina Susin

susin.tina@brevardschools.org

Position Title

School Principal

Job Duties and Responsibilities

As the instructional leader of the school, Ms. Susin is responsible for setting the vision, direction, and tone for a safe, inclusive, and academically rigorous learning environment. She oversees all aspects of school leadership, including curriculum and instruction, student support systems, staff development, and community engagement. Ms. Susin ensures the effective implementation of the master schedule, data-driven decision-making, and the School Improvement Plan (SIP), while

promoting academic excellence and equity for all students. She supervises and supports collaborative teacher teams, professional learning initiatives, and instructional practices. In addition, she ensures that school policies and procedures are clearly communicated and consistently upheld. Ms. Susin also leads efforts to maintain a positive school culture by fostering respectful relationships among students, staff, and families. Through her leadership, Ms. Susin empowers staff, engages families, and inspires students to reach their full potential in a supportive and well-structured environment.

Leadership Team Member #2

Employee's Name
Josefina Melendez

melendez.josefina@brevardschools.org

Position Title
Assistant Principal of Curriculum and Instruction

Job Duties and Responsibilities

As Assistant Principal, Mrs. Melendez plays a vital role in the academic and operational success of the school. She oversees the development and management of the master schedule, ensuring efficient use of instructional time and resources. She is responsible for monitoring and utilizing data to drive instructional decisions and support student achievement. Mrs. Melendez facilitates collaborative teams and leads professional learning initiatives to promote continuous staff development. She contributes to the creation and implementation of the School Improvement Plan (SIP), aligning goals with measurable outcomes. Additionally, she ensures the quality and consistency of teacher syllabi, tutoring programs, and help sessions. Her responsibilities also include reviewing grading practices to uphold academic standards, managing the 6-day count process, and maintaining oversight of teacher Focus webpages to support communication and transparency.

Leadership Team Member #3

Employee's Name
Ronald Dedmon

dedmon.ronald@brevardschools.org

Position Title
Assistant Principal/Dean

Job Duties and Responsibilities

As Assistant Principal and Dean, Mr. Dedmon is responsible for a wide range of operational and student support functions that contribute to a positive and well-managed school environment. He

leads meetings and training for Instructional Assistants (IAs), ensuring they are equipped to support classroom instruction effectively. Mr. Dedmon manages the school website, keeping it current and informative for students, families, and staff. He coordinates transportation logistics to ensure safe and efficient student travel. Additionally, he oversees the school's discipline systems and processes, including the implementation of attendance and tardy expectations, cell phone and out-of-area policies, and the referral and detention systems. Mr. Dedmon also facilitates class meetings, supports the use and understanding of the student handbook, and manages the hall pass and student check-in systems to maintain accountability and structure throughout the school day.

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.

The development of the School Improvement Plan (SIP) begins with a collaborative effort led by the school leadership team. This team includes all department chairpersons, known as Achievement Team Leaders, along with the Literacy Coach, the ESE Support Specialist, and the school counselor. These individuals work together to analyze data, identify areas for growth, and propose strategies for improvement. Input from other school staff members is gathered during departmentalAchievement Team meetings, where suggestions and insights are documented and shared with the leadership team for consideration. We also present the SIP plan to our School Advisory Council to gather input and feedback.

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 principal consistently completes quarterly progress monitoring via the SIP tracker, offering concrete evidence of implementation fidelity and impact on student outcomes.
- Regular reviews of progress monitoring (PM) data and common assessments—aligned with

benchmarks from last year's SIP—enable tracking of growth and identification of areas needing adjustment.

- Teachers design and administer surveys to gather stakeholder input, strengthening evidence of implementation quality and informing plan effectiveness.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**MIDDLE/JR. HIGH** **7-8**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**23.6%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2025-26: A** **2024-25: A** **2023-24: A** **2022-23: A** **2021-22: A**

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment								255	236	491
Absent 10% or more school days								30	26	56
One or more suspensions								00	12	12
Course failure in English Language Arts (ELA)								0	5	5
Course failure in Math								0	10	10
Level 1 on statewide ELA assessment								6	16	22
Level 1 on statewide Math assessment								4	8	12
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2026-27

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators								3	12	15

Current Year 2026-27

Using the table above, complete the table below with the number of students retained:

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

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment								230	259	489
Absent 10% or more school days								28	39	67
One or more suspensions								17	12	29
Course failure in English Language Arts (ELA)								1	3	4
Course failure in Math								5	6	11
Level 1 on statewide ELA assessment								14	19	33
Level 1 on statewide Math assessment								8	9	17
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

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

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators								19	18	37

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

The number of students retained:

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

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	81	65	62	75	60	58	76	55	53
Grade 3 ELA Achievement			19			27			21
ELA Learning Gains	66	59	61	59	55	59	65	53	56
ELA Lowest 25th Percentile	61	50	53	50	46	52	59	46	50
Math Achievement*	85	67	65	86	63	63	86	59	60
Math Learning Gains	58	54	62	59	54	62	68	51	62
Math Lowest 25th Percentile	61	55	57	67	52	57	68	55	60
Science Achievement	78	60	57	77	55	54	64	48	51
Social Studies Achievement*	87	77	77	85	72	73	88	69	70
Graduation Rate									
Middle School Acceleration	83	78	82	82	70	77	81	70	74
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					47	53		56	49

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

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

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

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

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	73%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	660
Total Components for the FPPI	9
Percent Tested	97%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	**2024-25**	**2023-24**	**2022-23**	**2021-22**	**2020-21****	**2019-20***
73%	71%	73%	78%	68%	63%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	51%	No		
Hispanic Students	74%	No		
Multiracial Students	70%	No		
White Students	74%	No		
Economically Disadvantaged Students	69%	No		

D. Accountability Components by Subgroup

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

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	81%		66%	61%	85%	58%	61%	78%	87%	83%			
Students With Disabilities	47%		52%	52%	55%	47%	49%	53%	51%	55%			
Hispanic Students	77%		72%	69%	82%	59%	67%	77%	87%	79%			
Multiracial Students	74%		70%		72%	47%		61%	79%	86%			
White Students	83%		65%	60%	86%	60%	61%	81%	88%	84%			
Economically Disadvantaged Students	73%		62%	62%	77%	55%	69%	72%	81%	68%			

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	75%		59%	50%	86%	59%	67%	77%	85%	82%			
Students With Disabilities	43%		49%	49%	55%	54%	53%	37%	61%	41%			
Asian Students	70%		50%		100%	80%							
Black/African American Students	70%		90%		80%	70%							
Hispanic Students	69%		51%	53%	83%	55%	60%	70%	83%	91%			
Multiracial Students	68%		66%	77%	79%	71%	75%	73%	75%	85%			
White Students	76%		59%	43%	87%	58%	68%	79%	87%	81%			
Economically Disadvantaged Students	68%		52%	44%	83%	53%	63%	77%	71%	74%			

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	76%		65%	59%	86%	68%	68%	64%	88%	81%			
Students With Disabilities	28%		44%	46%	51%	53%	58%	21%	56%	17%			
English Language Learners	53%		72%	60%	81%	76%			90%				
Asian Students	88%		80%		87%	57%			100%				
Black/African American Students	59%		40%		82%	75%			77%	91%			
Hispanic Students	70%		64%	69%	81%	68%	72%	56%	79%	81%			
Multiracial Students	68%		63%	55%	82%	66%	70%	63%	91%	79%			
White Students	77%		66%	61%	87%	68%	68%	65%	89%	81%			
Economically Disadvantaged Students	62%		59%	55%	76%	66%	67%	43%	78%	64%			

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

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

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

		2025-26 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	7	80%	66%	14%	62%	18%
ELA	8	81%	63%	18%	60%	21%
Math	7	63%	49%	14%	53%	10%
Math	8	83%	62%	21%	61%	22%
Science	8	77%	57%	20%	52%	25%
Civics	7	88%	78%	10%	77%	11%
Civics	8	67%	75%	-8%	75%	-8%
Algebra	7	100%	92%	8%	96%	4%
Algebra	8	85%	78%	7%	84%	1%
Geometry	8	98%	88%	10%	95%	3%

III. Planning for Improvement

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

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

Most Improvement

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

The data component that showed the most improvement was **ELA Learning Gains for the Lowest 25% of students**, which increased by **13 percentage points from 2025–2026**. This significant growth reflects the school's intentional focus on providing targeted literacy interventions and differentiated support for students with the greatest academic needs.

Several new or strengthened actions contributed to this improvement:

- **Small-group instruction within the classroom** was implemented more consistently to provide targeted support based on individual student needs while maintaining access to grade-level instruction.
- The **Literacy Coach facilitated Tier 3 intervention groups twice monthly during elective periods**, providing additional intensive reading support for students requiring the highest level of intervention.
- The school strengthened its **Tier 2 reading interventions through ILA**, ensuring students received timely and effective support before gaps widened.

These focused efforts increased opportunities for personalized instruction, accelerated skill development, and provided a more systematic approach to intervention. As a result, students in the Lowest 25% subgroup demonstrated substantial gains in reading achievement and growth.

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 data component with the **lowest overall performance was Mathematics Learning Gains at 58%**, a slight decrease from 59% the previous year. While student achievement in mathematics remained relatively stable, gains did not increase at the same rate as other accountability components.

Several factors likely contributed to this lower performance. Mathematics standards require students to build and apply skills across multiple concepts, and many students entered the year with varying

levels of foundational math proficiency. Additionally, continued efforts to address unfinished learning and close skill gaps while maintaining access to grade-level content created challenges in accelerating growth for all learners. Data reviews also indicated a need for more consistent use of targeted interventions and differentiated instruction to address specific student skill deficits.

A trend observed over the past two years is that Mathematics Learning Gains have remained relatively flat while other areas, particularly ELA Learning Gains for the Lowest 25%, showed notable improvement. This trend suggests a need to strengthen Tier 2 and Tier 3 mathematics interventions, increase opportunities for small-group instruction, and utilize formative assessment data more frequently to identify and address learning gaps before they impact student growth outcomes. Continued focus on standards-based instruction, progress monitoring, and targeted support will be critical to improving mathematics learning gains moving forward.

Greatest Decline

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

The data component that showed the **greatest decline from the prior year was Mathematics Learning Gains for the Lowest 25% of students**, which decreased from **67% to 61%**, representing a **6-point decline** and the largest decrease among the nine accountability components.

Several factors likely contributed to this decline. Students in the Lowest 25% subgroup often require intensive intervention to address significant skill gaps while simultaneously mastering grade-level mathematics standards. Data analysis indicated that some students continued to struggle with foundational math concepts, making it difficult to demonstrate the level of growth necessary for learning gains. Additionally, intervention supports and progress monitoring practices in mathematics were not as developed or systematic as those implemented in ELA, limiting opportunities for targeted remediation and acceleration.

A notable trend is the contrast between ELA and mathematics outcomes for struggling learners. While DeLaura's focused literacy interventions resulted in substantial growth for the Lowest 25% in ELA, similar gains were not realized in mathematics. This suggests a need to strengthen Tier 2 and Tier 3 math supports, increase opportunities for small-group instruction focused on specific skill deficits, and utilize formative assessment data more frequently to guide intervention efforts. Moving forward, the school will prioritize targeted mathematics interventions and progress-monitoring systems to accelerate growth for its most at-risk learners.

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.

The data component with the **greatest gap when compared to the state average was Mathematics Learning Gains for the Lowest 25% of students**. While this subgroup remained an area of focus, performance declined from **67% to 61%**, creating a larger gap between our school and state performance levels.

Several factors contributed to this gap. Students in the Lowest 25% subgroup entered the year with significant deficiencies in foundational mathematics skills and required more intensive intervention to accelerate growth. Although classroom teachers provided differentiated instruction, DeLaura's mathematics intervention structures were not as systematic as those implemented in ELA. Additionally, students often struggled to master prerequisite skills while simultaneously being expected to engage with increasingly rigorous grade-level standards.

A trend observed over time is that DeLaura's lowest-performing readers responded positively to targeted literacy supports, resulting in substantial gains in ELA. However, comparable growth has not yet been achieved in mathematics, indicating a need for stronger Tier 2 and Tier 3 math interventions

EWS Areas of Concern

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

EWS data indicates that chronic absenteeism is a primary area of concern, with approximately 30 students per grade level missing more than 10% of the school year over the past two years. The school will reduce this number to 15 students or fewer per grade level by closely monitoring attendance, providing early interventions, increasing communication with families, and implementing the BPS Attendance Campaign and district attendance improvement strategies.

Highest Priorities

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

1. **Increase Mathematics Learning Gains for the Lowest 25% of Students**
   This area experienced the largest decline among all accountability components, decreasing from 67% to 61%. The school will prioritize targeted interventions, small-group instruction, and frequent progress monitoring to accelerate growth for struggling math learners.
2. **Improve Overall Mathematics Learning Gains**
   Mathematics Learning Gains remained the school's lowest-performing component at 58%. Focus will be placed on strengthening standards-based instruction, data-driven decision-making, and differentiated supports to increase student growth.
3. **Strengthen Tier 2 and Tier 3 Mathematics Intervention Systems**
   Building a more systematic intervention model, similar to the successful literacy framework, will help address foundational skill gaps and provide timely support for students who need additional assistance.

4. **Sustain and Expand ELA Learning Gains for the Lowest 25%**
   With a 13-point increase in ELA Learning Gains for the Lowest 25%, the school will continue effective practices such as classroom small-group instruction, Literacy Coach Tier 3 support, and strong Tier 2 interventions through ILA to maintain and build on this success.
5. **Enhance Data-Driven Instruction and Progress Monitoring Across Content Areas**
   Teachers will continue using formative assessment data, collaborative planning, and regular data reviews to identify learning gaps, monitor student progress, and adjust instruction to ensure all students demonstrate growth.

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 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.

Analysis of state assessment data identified mathematics proficiency among the lowest-performing 25% of students as a critical area of need. Proficiency for this subgroup declined from 67% in 2024–2025 to 61% in 2025–2026, indicating a need for additional support with foundational math skills and grade-level content. To address this gap, teachers will provide targeted weekly small-group instruction and collaborate with ESE support teachers to implement aligned interventions using the B1G-M, including the BEST Instructional Guide for Mathematics Interventions (B1G-MI). Through these efforts, the school aims to increase proficiency among the lowest-performing 25% of students from 61% to 65% and improve overall mathematics achievement.

Measurable Outcome

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

Our goal is to increase the proficiency rate of the lowest performing 25% of students from 61% to 65%. During the 2024–2025 school year, 67% of students in this subgroup demonstrated proficiency. However, in the 2025–2026 school year, proficiency declined to 61%. This goal is focused on recovering and exceeding previous performance levels by increasing proficiency to 65%.

Monitoring

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

Data Analysis

- Conduct regular data reviews using student performance data from Reveal Math, ALEKS, Progress Monitoring sessions 1, 2, and 3, and common summative assessments to monitor progress toward the school's math proficiency goal.
- Use assessment data to adjust instruction, provide targeted interventions and differentiation, and identify areas of strength and need to support student growth and mastery of grade-level

math standards.
- Analyze trends across student subgroups and grade levels to determine the effectiveness of instructional strategies and intervention supports.

Quarterly Monitoring
- Administer and analyze Progress Monitoring assessments 1, 2, and 3, along with common summative assessments, to measure student growth and achievement in mathematics.
- Monitor progress toward the schoolwide math proficiency goal through ongoing reviews of student performance data from Reveal Math, ALEKS, and district assessment measures.
- Review quarterly data with teachers to identify instructional priorities, adjust action steps, and ensure students are on track to meet grade-level expectations.

Walkthrough Alignment
- Conduct non-evaluative walkthroughs to monitor the implementation of standards-aligned instruction, mathematical discourse, and the use of learning intentions and success criteria.
- Monitor the effective use of Reveal Math and ALEKS resources to support differentiated instruction and student engagement.
- Use walkthrough data to ensure instructional practices are aligned with schoolwide expectations and contribute to improved student achievement in mathematics.
- Provide timely feedback and support to teachers based on walkthrough observations to strengthen instructional delivery and student outcomes.

Person responsible for monitoring outcome
Principal Susin and Assistant Principal Melendez

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 primary evidence-based intervention will be targeted small-group instruction for students in the lowest-performing 25% subgroup. This intervention was selected based on state assessment data showing a decline in proficiency from 67% in 2024–2025 to 61% in 2025–2026. It is Tier 1 strategy that will be incorporated into all math classes.

Rationale:
Small-group instruction allows teachers to provide focused, standards-based support that addresses specific skill gaps while increasing opportunities for student engagement, feedback, and guided practice. This approach enables teachers to differentiate instruction based on student needs and provide timely remediation of prerequisite skills that may be limiting success with grade-level mathematics standards.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #2:
The evidence-based intervention for grades 7 and 8 will be the explicit instruction of academic vocabulary in mathematics. This intervention was selected based on state assessment data indicating that proficiency among the lowest-performing 25% of students declined from 67% in 2024–2025 to 61% in 2025–2026. Many students in this subgroup struggle not only with mathematical concepts but also with understanding the academic language used in mathematics problems and on the End-of-Course (EOC) assessment.

Rationale:
This intervention was selected based on state assessment data indicating that proficiency among the lowest-performing 25% of students declined from 67% in 2024–2025 to 61% in 2025–2026. Many students in this subgroup struggle not only with mathematical concepts but also with understanding the academic language used in mathematics problems and on the End-of-Course (EOC) assessment.

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
Teacher Clarity, Explicit Instruction, and Small Group

Person Monitoring:	**By When/Frequency:**
Principal Susin and Assistant Principal Melendez	October 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership
• Provide opportunities for teacher collaboration focused on improving mathematics instruction and student achievement.
• Provide professional development on Teacher Clarity, explicit instruction, and effective small-group instructional practices.
• Support a culture shift from reteaching content after students struggle to frontloading prerequisite skills and concepts before new learning occurs.
• Highlight effective instructional practices and create structures for teachers to share resources, analyze student data, and monitor implementation of instructional priorities.
Teachers
• Utilize collaborative planning time to develop lessons aligned to Teacher Clarity, explicit instruction, and small-group instruction.
• Create and maintain shared course-specific folders for lessons, assessments, instructional resources, and best practices.
• Provide weekly small-group instruction based on student performance data and identified skill needs.
• Engage in ongoing reflection and collaboration focused on academic vocabulary and explicit instructional practices.
• Participate in peer observations and modeling opportunities to strengthen instructional practice.
• Embrace the shift from reteaching to frontloading prerequisite skills and concepts.
• Teach and reinforce structured note-taking strategies to support student organization, engagement,

and understanding of mathematical concepts.

Action Step #2
Academic Vocabulary and Continued Small Group with Explicit Instruction

Person Monitoring: Principal Susin and Assistant Principal Melendez

By When/Frequency: January 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership
• Continue to provide opportunities for teacher collaboration focused on strengthening mathematics instruction and increasing student achievement.
• Provide professional learning and coaching support on the effective use of academic vocabulary, refinement of small-group instruction, and instructional strategies that promote conceptual understanding and mathematical discourse.
• Facilitate data analysis conversations to help teachers identify student needs, monitor progress, and adjust instruction accordingly.
• Highlight effective classroom practices and provide feedback through walkthroughs and observations.
• Support the implementation of frontloading prerequisite skills and concepts to ensure students are prepared for new learning.
Teachers
• Continue to utilize collaborative planning time to design lessons aligned to Teacher Clarity, explicit instruction, and targeted small-group instruction.
• Intentionally teach, model, and reinforce mathematics academic vocabulary to improve student comprehension, communication, and problem-solving skills.
• Refine small-group instructional practices by using ongoing formative and summative assessment data to differentiate support, address skill gaps, and accelerate learning.
• Frontload prerequisite skills and concepts prior to new instruction to strengthen student readiness and success.
• Engage students in meaningful mathematical discussions that incorporate academic vocabulary and mathematical discourse.
• Maintain shared instructional resources and collaborate with colleagues to identify and implement best practices.
• Participate in peer observations and feedback opportunities to strengthen instructional effectiveness.
• Reinforce structured note-taking strategies to support student organization, retention, and understanding of mathematical concepts.

Action Step #3
Spiral Review and Explicit Instruction

Person Monitoring: Principal Susin and Assistant Principal Melendez

By When/Frequency: March 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership
• Support implementation of the mathematics instructional framework through ongoing professional learning, coaching, and monitoring.
• Provide monthly professional development focused on explicit instruction, academic vocabulary, effective small-group instruction, and spiral review strategies using the B1G-M.
• Model best practices to strengthen instructional consistency and effectiveness across mathematics

classrooms using the B1G-M.
• Conduct classroom walkthroughs and provide instructional coaching to support continuous improvement.
• Provide actionable feedback to teachers based on observations and instructional data.
Teachers
• Implement a consistent spiral review process to reinforce previously taught standards and strengthen retention of essential mathematical concepts and skills using the B1G-M.
• Utilize weekly small-group instruction to address identified skill gaps and provide targeted support based on student performance data.
• Use formative assessment data, classroom observations, and student work samples to monitor student progress and adjust instruction accordingly.
• Differentiate instruction to meet individual student needs and accelerate learning.
• Collaborate with colleagues to analyze student data and share effective instructional practices.
• Monitor the effectiveness of interventions and make instructional adjustments to ensure student growth and mastery of grade-level standards.

Action Step #4
EOC Boot Camps

Person Monitoring:
Principal Susin and Assistant Principal Melendez

By When/Frequency:
May 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership
• Organize and oversee EOC Review Boot Camps during the final quarter of the school year.
• Ensure review sessions are available to all students enrolled in EOC-tested mathematics courses.
• Utilize data from ALEKS, formative assessments, and pre- and post-quizzes to identify areas of need and monitor student growth.
• Analyze student performance data to evaluate the effectiveness of intervention efforts and inform instructional decisions.
• Monitor implementation of EOC Review Boot Camps and provide support to maximize student participation and achievement.
Teachers
• Support EOC Review Boot Camps by facilitating review sessions focused on essential mathematics standards and skills.
• Incorporate problems from the B1G-M into teacher designed study guides.
• Administer pre- and post-quizzes to measure student growth and identify areas requiring additional support.
• Analyze student performance data to inform instructional decisions and intervention strategies.
• Adjust instruction based on assessment results to address skill gaps and improve student outcomes.
• Provide individualized support to ensure students are well prepared for success on the EOC assessment.
• Collaborate with mathematics department members to implement consistent review practices and maximize student achievement.

Area of Focus #2

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

Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale

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

> Continued improvement in Civics performance is evident, with proficiency rates increasing from 85% to 87%. Our 2026–2027 goal is to achieve 89% proficiency, a level not reached within the last three years. To accomplish this, we will sustain the effective strategies already in place and enhance our instructional approach through a continued emphasis on small-group instruction and explicit instruction to support student success.

Measurable Outcome

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

By the end of the 2026–2027 school year, the percentage of 7th grade students scoring at the proficient level (Level 3 and above) on the Civics EOC will increase from 87% to 89%, as measured by state assessment data.

Monitoring

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

Data Analysis

- Conduct regular data reviews using quarterly pre-/post-assessments and common summative assessments aligned to Civics EOC standards to monitor progress toward the 89% proficiency goal.
- Use student performance data to adjust instruction, provide targeted reteaching and interventions, and facilitate student data chats to support academic growth.

Quarterly Monitoring

- Administer and analyze quarterly pre-/post-assessments to measure student growth and achievement in Civics.
- Monitor progress toward the schoolwide Civics proficiency goal through ongoing reviews of student achievement data.

Walkthrough Alignment

- Conduct non-evaluative walkthroughs to monitor the implementation of explicit instruction, learning intentions, and success criteria.
- Use walkthrough data to ensure instructional practices are aligned with schoolwide expectations and support improved Civics outcomes.

Person responsible for monitoring outcome

Principal Susin and Assistant Principal Melendez

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:

Small Group Instruction: Civics teachers will implement small group instruction as a Tier 1 instructional practice to support all students in mastering content and developing critical thinking skills. This approach will be embedded into regular classroom instruction and occur at least once a week, allowing teachers to differentiate learning, reinforce key concepts, and provide targeted support based on student needs. Small group instruction will be informed by formative assessment data and aligned with clearly defined learning intentions and success criteria, ensuring that all students remain engaged in rigorous, standards-based learning. By integrating this practice consistently, Social Studies educators can create more responsive and inclusive classrooms that promote academic growth for every learner.

Rationale:

We began our initiative for small group instruction in the 2025-2026 school year, and our data points to improved success as a result of implementing this Tier 1 strategy. Small group allows teachers to differentiate instruction, increase student engagement, and provide timely, targeted support within the general education setting for students of all academic achievement levels. In content-heavy courses like Civics, this approach enables educators to break down complex concepts, reinforce academic vocabulary, and address diverse learning needs more effectively. By meeting with students in smaller, more focused settings, teachers can monitor understanding in real time, clarify misconceptions, and extend learning for students who are ready for enrichment. When grounded in Teacher Clarity, small group instruction ensures that all students are working toward clearly defined learning goals with a strong understanding of what success looks like. This proactive, inclusive practice supports equitable access to rigorous content and helps all learners build the knowledge and skills necessary for academic success.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Teacher Clarity (Explicit Instruction and Coherence): Teachers will use explicit instruction and coherent lesson design to clearly communicate learning goals, success criteria, and content expectations. By aligning standards, instruction, and assessments, students will develop a deeper understanding of Civics concepts and improve academic achievement.

Rationale:

Teacher Clarity, through explicit instruction and coherent lesson design, ensures that students clearly understand learning goals, expectations, and key Civics concepts. This increased understanding and engagement will support improved student achievement and help the school reach its Civics EOC proficiency goal of 89%.

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
Tier 1 Instruction through Teacher Clarity, Coherence, and Explicit Instruction

Person Monitoring:
Principal Susin and Assistant Principal Melendez

By When/Frequency:
October 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions
• Conduct regular classroom walkthroughs to monitor the implementation of Teacher Clarity, including the use of learning intentions, success criteria, and explicit instruction.
• Facilitate collaborative PLCs and data review meetings to ensure coherence between Civics standards, instruction, and assessments.
• Provide professional learning and feedback that supports teachers in strengthening Teacher Clarity practices and improving student understanding of Civics content.
Teacher Actions (Gen Ed, ESE, ELL)
• Clearly communicate learning intentions and success criteria so students understand what they are learning and how success will be measured.
• Implement explicit instruction by modeling concepts and skills, providing guided practice, and offering timely feedback to support student mastery of Civics standards.
• Ensure instructional coherence by aligning standards, lesson activities, instructional resources, and assessments to create a purposeful and consistent learning experience.

Action Step #2
Targeted Small-Group Instruction and Explicit Academic Vocabulary Instruction

Person Monitoring:
Principal Susin and Assistant Principal Melendez

By When/Frequency:
January 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions
• Monitor the implementation of targeted small-group instruction and academic vocabulary strategies through regular classroom walkthroughs and instructional coaching conversations.
• Provide professional learning and collaborative planning opportunities focused on differentiated small-group instruction and explicit academic vocabulary instruction for General Education, ESE, and ELL teachers.
• Facilitate data reviews and PLC discussions to identify student needs, monitor progress, and adjust instructional supports to improve Civics achievement.
Teacher Actions (Gen Ed, ESE, ELL)
• Implement targeted small-group instruction based on student performance data to provide differentiated support and address individual learning needs.
• Explicitly teach and reinforce academic vocabulary through modeling, discussion, multiple exposures, and opportunities for students to apply vocabulary in speaking, reading, and writing.
• Use appropriate scaffolds, accommodations, and instructional strategies to ensure all students, including ESE and ELL learners, can access Civics content and demonstrate mastery of standards.

Action Step #3
Data Analysis and Strategic Review in Small Groups

Person Monitoring: Principal Susin and Assistant Principal Melendez

By When/Frequency: March 2027

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

Leadership Actions
• Monitor the implementation of weekly small-group instruction, Teacher Clarity, academic vocabulary instruction, and EOC review strategies through regular classroom walkthroughs and instructional observations.
• Provide timely, actionable feedback to teachers based on observational data, using coaching conversations to celebrate strengths, address areas for growth, and strengthen instructional practices.
• Review implementation and student performance data to ensure interventions and instructional supports are aligned to student needs and are being implemented with fidelity.
Teacher Actions (Gen Ed, ESE, ELL)
• Administer quarterly pre- and post-assessments and a Civics readiness pre-test to analyze student performance data, identify learning gaps, and plan targeted small-group instruction.
• Conduct structured EOC review sessions, integrate digital Civics resources for remediation and enrichment, and provide reteaching in small groups based on ongoing data analysis.
• Facilitate student data chats that promote goal setting, ownership of learning, and reflection on progress while using Teacher Clarity and explicit academic vocabulary instruction to strengthen understanding of Civics concepts and improve EOC performance.

Action Step #4
Civics EOC Boot Camp Review

Person Monitoring: Principal Susin and Assistant Principal Melendez

By When/Frequency: May 2027

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

Leadership Actions
• Analyze student progress and Civics EOC readiness data to identify trends, determine boot camp participants, and monitor the effectiveness of intervention efforts.
• Provide ongoing support and feedback to Civics and ESE teachers throughout the boot camp process, including planning, implementation, and evaluation of student outcomes.
• Review Civics EOC, pre-/post-quiz, and boot camp data to evaluate instructional practices, refine small-group organization, and ensure resources are aligned to student needs.
Teacher Actions
• Utilize student performance data to identify and group students for Civics EOC Boot Camps, ensuring targeted support is provided based on individual learning needs.
• Plan, organize, and facilitate EOC Review Boot Camps, using pre- and post-quizzes to measure student growth, monitor progress, and adjust instruction as needed.
• Collaborate with ESE teachers to implement school-wide boot camps, provide differentiated support for diverse learners, and incorporate SALT student leaders in peer-led review sessions to promote engagement, academic ownership, and deeper understanding of Civics content.

Area of Focus #3

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

When reviewing data from the 2025-2026 school year, the learning gains for the lowest 25% of students in ELA were 63%, reflecting a 13% increase from the previous year. Our ELA learning gains for the lowest 25% of students increased by 13%, demonstrating that our current strategies are effective. This progress supports continuing our approach while making targeted refinements to further strengthen outcomes.

Measurable Outcome

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

During the 2023–2024 school year, 59% of ELA students in the lowest 25% demonstrated learning gains. In the 2024–2025 school year, this percentage declined to 50%, indicating a need for targeted instructional support and intervention. Our goal for the 2025–2026 school year was to increase the percentage of students in the lowest 25% making learning gains to 53%. We surpassed this goal and reached 63%. Our goal for the 2026-2027 school year is to increase this growth to 66%. This objective reflects our commitment to continuing to close achievement gaps and ensuring equitable academic growth for all learners.

Monitoring

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

Data Analysis

• Identify students in the lowest-performing 25% using prior-year PM3 data and maintain a roster to monitor academic growth throughout the school year.
• Review multiple data sources, including Progress Monitoring assessments, writing samples, and classroom performance data, to assess student progress and identify areas of need.
• Conduct individual student data chats following each progress monitoring cycle to review performance, celebrate growth, and establish academic goals.
• Use student data to adjust instruction, provide differentiated support for struggling learners, and offer enrichment opportunities for students performing at or above grade level.
• Document and monitor Tier 2 and Tier 3 interventions to ensure students receive consistent and targeted support.

Quarterly Monitoring

• Analyze PM assessment data each quarter to evaluate student growth and progress toward the goal of increasing learning gains among students in the lowest-performing 25%.

• Conduct quarterly review meetings with instructional staff to examine student achievement data and determine progress toward the 53% benchmark.
• Review the effectiveness of instructional interventions and support strategies and make adjustments as needed.
• Monitor student goal attainment and intervention outcomes to ensure continued progress throughout the year.
• Analyze PM3 end-of-year results to determine the percentage of students in the lowest-performing 25% who achieved learning gains and evaluate the effectiveness of implementation efforts.

Monthly Walkthrough Alignment

• Conduct non-evaluative classroom walkthroughs to monitor the implementation of targeted instructional strategies and differentiated supports.
• Observe the use of data-driven instruction, flexible grouping, and intervention practices designed to support students in the lowest-performing 25%.
• Monitor student engagement, academic goal-setting practices, and evidence of instructional adjustments based on student performance data.
• Use walkthrough data to provide feedback and support to teachers and ensure alignment with schoolwide instructional expectations.
• Review walkthrough trends monthly to identify strengths, areas for growth, and opportunities for additional coaching and professional learning.

Person responsible for monitoring outcome

Principal Susin and Assistant Principal Melendez

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:

Identify students performing in the lowest 25% based on their PM3 data from the 2025–2026 school year. Using this data, develop a structured pull-out schedule to provide targeted small group instruction. Analyze each student's PM3 results to determine specific strengths and areas for growth, and design focused lessons that address those identified needs. This approach will ensure that instructional time is used effectively to support academic progress for students requiring the most intensive interventions.

Rationale:

Targeted intervention for students in the lowest 25% is essential to closing achievement gaps and ensuring equitable academic growth. By using PM3 data to identify specific strengths and weaknesses, teachers can move beyond generalized instruction and deliver precise, skill-based support that meets students where they are. A structured pull-out schedule allows for dedicated time to address these needs without disrupting core instruction. This approach aligns with MTSS best practices and supports the school's overarching goal of ensuring all students—especially those most

at risk—demonstrate measurable learning gains by the end of the academic year. It also empowers our teachers to make data-informed decisions that directly impact student outcomes.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #2:
To strengthen instructional alignment and promote data-driven decision-making, the school will set aside two dedicated days during the academic year for all ELA teachers to collaboratively analyze multiple forms of student data, including progress monitoring results, writing assessments, and classroom performance. The purpose of these sessions is to develop a unified plan of action that identifies common instructional priorities and strategies across grade levels. Teachers will work together to design shared activities and supports that address identified student needs, while also incorporating rigorous learning experiences to challenge students who are performing at or above grade level. This collaborative approach will foster consistency in instructional practices, promote equity, and ensure that all students are provided with the appropriate level of support and academic challenge.

Rationale:
Collaborative data analysis and planning time is essential for ensuring instructional coherence and maximizing student achievement. By setting aside dedicated days for ELA teachers to examine student performance data collectively, schools create space for meaningful reflection, shared decision-making, and alignment of instructional strategies. This process promotes consistency across classrooms, reduces instructional gaps, and allows teachers to identify and implement common supports that address both remediation and enrichment. Additionally, it ensures that students performing at or above grade level are continuously challenged through rigorous, high-quality learning experiences. A unified plan of action grounded in data empowers teachers to respond more effectively to student needs and fosters a culture of collaboration and accountability.

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
Establish Coherent Explicit Tier 1 Instruction

Person Monitoring:	**By When/Frequency:**
Principal Susin and Assistant Principal Melendez	October 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions
• Design a master schedule that protects weekly common collaborative planning time for content area and ESE teachers.
• Provide professional learning focused on standards-based explicit instruction, including clear

modeling, guided practice, corrective feedback, scaffolding, and differentiated instruction.
• Establish and implement instructional non-negotiables to ensure consistency and coherence across classrooms, including posted learning intentions and success criteria, daily modeling, guided practice, ongoing checks for understanding, scaffolding, and differentiated instruction.
Literacy Coach Actions
• Model lessons that demonstrate instructional non-negotiables and effective instructional practices.
• Support teachers in planning standards-aligned lessons that include clear modeling, lesson structure, gradual release, and checks for understanding.
• Provide opportunities for teachers to observe peers and reflect on the implementation of specific instructional strategies.
Teacher Actions (Gen Ed, ESE, ELL)
• Implement instructional non-negotiables daily, including modeling, guided practice, corrective feedback, independent practice, scaffolding, and differentiated instruction.
• General education and ESE teachers will utilize collaborative teaching partnership strategies during planning and instructional delivery.
• Plan specially designed instruction and accommodations prior to lesson implementation to ensure students receive appropriate support and access to grade-level content.
• Use collaborative planning and data analysis to monitor student progress and adjust instruction based on student needs.

Action Step #2
Small Group Instruction in the Classroom for All Students and Targeted Small Group Instruction for Extra Support (Tiers 1 and 2)

Person Monitoring:	**By When/Frequency:**
Principal Susin and Assistant Principal Melendez	January 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions
• Provide instructional supports, including resources, training, and feedback based on observational data.
• Conduct professional development focused on non-negotiable explicit instructional practices.
• Use classroom observation data to monitor implementation and identify areas for additional teacher support.
Literacy Coach Actions
• Model lessons demonstrating non-negotiable instructional practices.
• Support teachers in differentiating instructional materials and strategies for students with disabilities (SWD).
• Develop and implement targeted small-group instruction to support struggling students through push-in or pull-out services based on student needs.
Teacher Actions (Gen Ed, ESE, ELL)
• Incorporate structured small-group learning into Tier 1 English Language Arts instruction through collaboration between ELA and ESE teachers.
• Align small-group activities with learning intentions and success criteria to ensure coherence in instructional goals.
• Use student performance data to identify instructional needs and group students strategically.
• Collaborate with the Literacy Coach to provide targeted interventions for students requiring additional support.

Action Step #3
Data Collection, Data Chats with Students, Adjust Instruction, Continue Small Groups, Plan and

Conduct ELA Bootcamp

Person Monitoring: Principal Susin and Assistant Principal Melendez

By When/Frequency: March 2027

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

Leadership Actions
• Continue to monitor the effectiveness of small-group instruction through classroom observations, data reviews, and feedback conversations.
• Continue to monitor the clarity and consistency of explicit instruction to ensure alignment with schoolwide instructional expectations.
• Use observational and student performance data to guide instructional support and continuous improvement efforts.
Literacy Coach Actions
• Collaborate with ELA and ESE teachers to plan and implement ELA Boot Camp.
• Facilitate targeted small-group instruction within and outside the classroom to reinforce key literacy skills and support Tier 1 instruction.
• Support teachers in analyzing student data and identifying instructional priorities for Boot Camp and intervention efforts.
Teacher Actions (Gen Ed, ESE, ELL)
• Collaboratively analyze multiple data sources, including PM1 and PM2 results, RACE writing data, formative and summative assessments, and semester grades, to identify student needs and guide instruction.
• Conduct individual student data chats to review performance, celebrate growth, and identify areas for improvement.
• Work with the Literacy Coach and ESE teachers to plan and conduct ELA Boot Camp focused on priority standards and skill deficits.
• Monitor student progress and adjust supports to ensure students in the lowest performing 25% demonstrate measurable learning gains.

Action Step #4

Intensive Review, Reflection, and Targeted Reteaching

Person Monitoring: Principal Susin and Assistant Principal Melendez

By When/Frequency: May 2027

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

Leadership Actions
• Monitor student achievement data, classroom assessment results, and progress toward school improvement goals to evaluate the effectiveness of instructional supports.
• Provide teachers with timely feedback and support to ensure instructional practices are aligned with identified student needs.
• Facilitate collaborative data review meetings to support instructional decision-making and intervention planning.
• Celebrate student and teacher successes while maintaining a focus on continuous improvement and end-of-year achievement goals.
Literacy Coach Actions
• Model high-yield instructional strategies, including spiraled review, formative feedback practices, and student-led learning activities.
• Provide coaching and feedback to strengthen implementation of flexible grouping and scaffolded instruction.

• Develop and facilitate small-group instructional support for students requiring additional intervention prior to the final PM assessment.
• Assist teachers in creating opportunities for student goal setting, reflection, and data tracking to promote student ownership of learning.
Teacher Actions (Gen Ed, ESE, ELL)
• Teachers will analyze updated data points, classroom assessments, and student goal progress to identify remaining gaps in mastery.
• Instruction will shift toward targeted reteaching of priority standards, using flexible grouping and scaffolded supports to address specific student needs.
• Guide students in revisiting academic goals and reflecting on their progress to foster ownership and motivation as they prepare for end-of-year assessments.

IV. Positive Learning Environment

Area of Focus #1

Other: School Culture

Area of Focus Description and Rationale

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

A positive school culture is foundational to student achievement, staff engagement, and overall school success. Establishing a safe, supportive, and inclusive environment promotes stronger relationships, increases student motivation, improves attendance, and fosters a sense of belonging among all stakeholders. The following high-impact instructional practices were selected because research demonstrates their significant influence on student engagement, academic outcomes, and school climate.

Measurable Outcome

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

By May 2027, DeLaura Middle School will strengthen its positive school culture through increased student engagement in the school-wide SHAKE recognition system and a reduction in disciplinary incidents. Specifically, the school will increase student participation in the SHAKE point system by 15% as measured by points earned and redeemed and will reduce office discipline referrals by 10% compared to the 2025-2026 baseline.

Progress will be monitored quarterly through SHAKE point reports and discipline data reviews. Success will be evidenced by increased recognition of positive student behaviors, greater student engagement in school-wide expectations, and fewer behavioral disruptions impacting teaching and learning.

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 of the Positive School Culture Area of Focus will occur through monthly reviews of school-wide SHAKE point data and office discipline referral data. School leadership teams and staff will analyze trends to identify levels of student engagement in positive behavior recognition, monitor participation across grade levels and student subgroups, and evaluate the effectiveness of school-wide expectations and incentives.

Data discussions will be incorporated into leadership and faculty meetings to determine areas of success and identify students or groups who may require additional support. Adjustments to recognition practices, behavior supports, and student engagement opportunities will be implemented based on the data collected throughout the year.

Ongoing monitoring will directly impact student achievement by fostering a positive, predictable learning environment where students are engaged, motivated, and focused on learning. Increased recognition of positive behaviors and timely intervention for behavioral concerns will reduce disruptions to instruction, maximize instructional time, improve student attendance and engagement, and strengthen students' sense of belonging. As a result, students will be better positioned to achieve academic success and demonstrate growth toward school achievement goals.

Person responsible for monitoring outcome

Dominique Kidd - Recognition Team

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:

Teachers will consistently communicate clear learning intentions, success criteria, and behavioral expectations so students understand what they are expected to know, do, and demonstrate. Expectations will be explicitly taught, modeled, reinforced, and referenced throughout instruction and school activities.

Rationale:

Research identifies teacher clarity as one of the highest-impact instructional practices for improving student achievement. When students clearly understand academic goals and behavioral expectations, they are more engaged, demonstrate greater ownership of learning, and are more likely to exhibit positive behaviors. Consistent expectations across classrooms contribute to a safe, predictable, and supportive school culture.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #2:
The school will implement positive reinforcement systems supported by the SHAKE point system to recognize and reinforce positive student behaviors. Students will earn SHAKE points for demonstrating school-wide expectations, positive citizenship, academic effort, and responsible decision-making. Recognition opportunities and incentives will encourage consistent demonstration of desired behaviors.

Rationale:
Positive reinforcement systems are supported by extensive research demonstrating their effectiveness in improving student behavior, increasing engagement, reducing disciplinary incidents, and strengthening school climate. Recognizing positive behaviors encourages students to repeat those behaviors and contributes to a culture where expectations are celebrated and consistently reinforced.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #3:
Staff will implement restorative conversations, restorative circles, and problem-solving conferences to address behavioral concerns, repair harm, and strengthen relationships. Restorative practices will be used proactively to build community and reactively to resolve conflicts and support accountability.

Rationale:
Restorative practices have been shown to reduce repeat behavioral incidents, improve relationships, and foster a stronger sense of belonging among students. By focusing on accountability, reflection, and repairing harm, restorative approaches help students develop social-emotional skills while maintaining positive connections to the school community. These practices contribute to a more inclusive and supportive school culture that promotes both behavioral and academic success.

Tier of Evidence-based Intervention:
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
Prevention and Awareness Campaigns

Person Monitoring:
Assistant Principal, School Counselor, Teacher Leaders

By When/Frequency:
October 2026

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

Leadership Actions
* Coordinate and oversee school-wide prevention and awareness initiatives (Red Ribbon Week, Anti-Bullying Awareness activities, Anti-Drug Awareness rallies)
* Collaborate with school counselors, teachers, student leaders, and community partners to plan and implement events
* Ensure alignment of activities with school-wide expectations and positive behavior goals
* Monitor participation rates and student engagement during activities
* Review office discipline referral data and behavioral trend data related to bullying, peer conflict, and incidents
* Analyze Student Voice Panel feedback to evaluate effectiveness of initiatives
* Use data to refine and improve future prevention efforts and supports
Teacher Actions
* Participate in and support school-wide prevention and awareness activities
* Integrate discussions and instructional connections related to bullying prevention, healthy decision-making, positive peer relationships, and substance abuse awareness
* Reinforce school-wide expectations consistently in the classroom
* Encourage and support student participation in awareness events and activities
* Model positive behavior and respectful interactions
* Provide feedback on student engagement and observed behavior trends
* Identify students who may need additional support or intervention
School Counselor Actions
* Lead and facilitate prevention and awareness programming (Red Ribbon Week, Anti-Bullying Awareness, Anti-Drug Awareness activities)
* Deliver classroom guidance lessons focused on healthy decision-making, conflict resolution, and positive peer relationships
* Provide resources, presentations, and small group supports as needed
* Collaborate with staff, families, and community partners to strengthen programming
* Support students in developing social-emotional and behavioral skills
* Review participation data, behavioral trends, and Student Voice Panel feedback
* Provide targeted interventions and supports based on identified student needs

Action Step #2
Community Awareness and Relationship-Building Events

Person Monitoring:
Assistant Principal, School Counselor

By When/Frequency:
January 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions
* Coordinate and oversee community engagement events such as Kids vs. Kops and other relationship-building activities
* Establish partnerships with local law enforcement, community organizations, and stakeholders to support event planning and implementation
* Ensure events align with school-wide expectations, citizenship goals, and positive behavior initiatives
* Monitor student participation rates and engagement during community events
* Review behavior data following events to identify trends or improvements in student conduct
* Analyze stakeholder feedback and Student Voice Panel input to assess effectiveness of events
* Use data to inform future planning and strengthen community partnerships
Teacher Actions
* Support student participation in community engagement activities and events

* Reinforce expectations for positive behavior, teamwork, and respectful interactions before, during, and after events
* Facilitate classroom discussions that connect community events to citizenship, responsibility, and school expectations
* Model positive communication and collaboration skills
* Provide feedback on student engagement, behavior, and participation during related activities
* Encourage reflection on student experiences to strengthen connections between school and community

School Counselor Actions

* Support planning and facilitation of community engagement and relationship-building events
* Prepare students socially and emotionally for participation in community interactions
* Provide guidance on communication, teamwork, and conflict resolution skills
* Assist in gathering and reviewing Student Voice Panel feedback related to community events
* Support students who may need additional coaching or social-emotional support during participation
* Collaborate with leadership and community partners to strengthen relationship-building outcomes relationship-building outcomes

Action Step #3

Kindness Campaign and Service Initiatives

Person Monitoring:	**By When/Frequency:**
School Counselor, Teacher Leaders, Student Voice Panel	March 2027

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

Leadership Actions

* Coordinate and oversee school-wide kindness initiatives, including Random Acts of Kindness Day, kindness challenges, recognition activities, and service-learning opportunities
* Align kindness initiatives with school-wide expectations, PBIS goals, and the SHAKE recognition system
* Ensure opportunities for student recognition are consistently implemented across grade levels and settings
* Monitor participation rates in kindness activities and SHAKE point distribution trends
* Review discipline data to determine impact on student behavior and school climate
* Analyze Student Voice Panel feedback regarding school connectedness, belonging, and climate
* Use data to adjust and strengthen kindness initiatives throughout the year

Teacher Actions

* Implement and support kindness activities and challenges within the classroom and school setting
* Reinforce expectations for empathy, respect, responsibility, and positive citizenship
* Recognize and award SHAKE points for student demonstrations of positive behavior
* Facilitate discussions and reflections on kindness, peer relationships, and school culture
* Model positive and respectful interactions with students and colleagues
* Encourage student participation in kindness initiatives and service-learning opportunities
* Provide feedback on student engagement and behavioral trends

School Counselor Actions

* Support planning and implementation of kindness initiatives and service-learning activities
* Provide lessons and guidance on empathy, social-emotional skills, and positive relationships
* Reinforce student understanding of positive behavior expectations and citizenship
* Support students in developing conflict resolution and relationship-building skills
* Assist in collecting and reviewing Student Voice Panel feedback related to school climate and belonging

* Provide targeted support for students needing additional social-emotional development
* Collaborate with leadership and teachers to strengthen positive behavior systems and student engagement

Action Step #4
Conservation and Environmental Stewardship Initiatives

Person Monitoring:
Environmental Club Sponsors, Science Department Chair, Media Specialist, SALT Coordinator, Student Voice Panel

By When/Frequency:
May 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions
* Coordinate and oversee student-led conservation and environmental stewardship initiatives, including Earth Day celebrations, campus beautification projects, recycling programs, sustainability campaigns, and student market events
* Establish structures that support student leadership roles in planning and implementing environmental activities
* Ensure alignment of conservation initiatives with school-wide goals for positive culture, engagement, and service learning
* Monitor student participation rates, leadership involvement, and completion of projects and activities
* Review data related to student engagement, participation trends, and program impact
* Analyze Student Voice Panel feedback regarding ownership, engagement, and school connectedness
* Use data to refine and expand environmental and stewardship initiatives
Teacher Actions
* Support and facilitate student participation in conservation and environmental stewardship activities
* Integrate sustainability, environmental awareness, and service learning concepts into classroom instruction where appropriate
* Encourage and guide student-led projects and collaborative initiatives
* Reinforce expectations for responsibility, teamwork, and positive citizenship during activities
* Provide feedback on student engagement, participation, and leadership development
* Model environmentally responsible practices within the school setting
* Encourage reflection on the impact of conservation efforts on the school and community
School Counselor Actions
* Support student leadership development within conservation and environmental initiatives
* Provide guidance on teamwork, communication, and problem-solving skills for student-led projects
* Reinforce social-emotional learning connections such as responsibility, collaboration, and stewardship
* Assist in gathering and reviewing Student Voice Panel feedback related to engagement and ownership
* Support students who need additional encouragement or structure to participate in leadership opportunities
* Collaborate with staff and student leaders to strengthen engagement and inclusivity in initiatives
* Help identify students for leadership opportunities and service-learning involvement

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, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6).

Process to Review the Use of Resources

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

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply. **No**

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