

Brevard Public Schools

THOMAS JEFFERSON 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

Ensure that every student achieves at their maximum potential in an engaging and challenging learning environment in order to become productive citizens in today's society.

Provide the school's vision statement

Academic and Interpersonal success for all students.

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

Meara Trine

trine.meara@brevardschools.org

Position Title

Principal

Job Duties and Responsibilities

- Assist with academic teams in identifying candidates suitable for MTSS Tier 2 and 3 interventions.
 - Attend PLC meetings for all departments to assist with developing and implementing targeted interventions for at-risk students.
 - Review progress of SIP goals and give updates to SAC members at meetings.
 - Review data quarterly to determine student needs for Tier 2 and 3 interventions.
 - Work with ESE teams to ensure all students' IEP needs are being met.
- Mentor at-risk students through the check-in/check-out process.

Leadership Team Member #2

Employee's Name

Cathy Gahres

gahres.cathy@brevardschools.org

Position Title

Assistant Principal of Curriculum

Job Duties and Responsibilities

- Assist all academic teams in identifying candidates suitable for MTSS Tier 2 and Tier 3 interventions.
- Attend PLC meetings for all departments to address concerns of reading comprehension for at-risk students.
- Review progress of SIP and give updates to the SAC team and to teacher teams/departments
- Review monthly to determine student needs for Tier 2 and Tier 3 interventions and discuss with teacher teams
- Assist English Language Arts department in developing and implementing interventions for their at-risk students.
- Attend PLC meetings for all departments to address concerns of reading comprehension for at-risk students.

Leadership Team Member #3

Employee's Name

Dr. John Harris

harris.johnC@brevardschools.org

Position Title

Assistant Principal of Discipline (Dean)

Job Duties and Responsibilities

- Assist all academic teams in identifying candidates suitable for the MTSS Tier 2 and Tier 3 interventions.
- Track attendance and behavior for at-risk students are being seen weekly.
- Work with social worker to ensure at-risk students are being seen weekly.
- Mentor at-risk students through the check-in/check-out process.

Leadership Team Member #4

Employee's Name

Christine Rower

rower.christine@brevardschools.org

Position Title

Literacy Coach

Job Duties and Responsibilities

Conduct coaching cycles, Lead literacy professional development, work with our struggling students on their literacy skills, support teachers and administrators with achieving the schools improvement goals

Leadership Team Member #5

Employee's Name

Kimberly Sparger

sparger.kimberly@brevardschools.org

Position Title

MTSS Coordinator

Job Duties and Responsibilities

Identify students who may need support through the multi-tiered support system in all areas (behavior, attendance, and academics), lead MTSS meetings, work with students, families, and teachers to develop and implement plans to support students identified through the MTSS process. Assist teachers with supporting students in the classroom (specifically in math or science).

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.

Members of our School Advisory Council (SAC), including parents, business representatives, and community leaders reviewed and gave valuable input. Additionally, we conducted meetings with student leaders from the Student Government Association (SGA), our school leadership team, and our faculty and staff. These discussions focused on identifying areas of need, analyzing student data, and gathering feedback to inform the development and monitoring of our School Improvement Plan (SIP) goals.

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)).

- Regular Stakeholder Meetings:
 - We will conduct meetings with a diverse group of stakeholders, including teachers, parents, administrators, and community partners. These meetings will be conducted on a weekly, monthly, and quarterly basis to review student progress, discuss challenges, and collaborate on strategies and solutions. By engaging multiple perspectives, we aim to foster a collaborative and coherent environment where all voices contribute to our school's improvement efforts.
 - PM1, PM2, and PM3 FAST testing results: tracking progress in these standardized assessments will provide insight into overall student growth and areas needing additional focus.
 - Progress Monitoring in Algebra and Geometry: by closely monitoring student performance in these key subjects, we can intervene early and adjust instruction to close gaps.
 - Common Assessments in core subjects: Regular review of these assessments will help identify trends in student understanding and mastery across the curriculum.
 - ALEKS and Amplify data: These tools will provide detailed, real-time data on student performance.
 - Reports from the Intensive Reading program: This will help us understand the impact of targeted reading interventions on students with significant literacy challenges.
- Classroom Walkthroughs:
 - The leadership team will carry out systematic walkthrough observations, ensuring alignment with Jefferson's instructional goals. These observations will prioritize explicit instruction and coherence, enabling us to provide targeted, actionable feedback to teachers. This process is not only about monitoring but also about coaching teachers to enhance instructional practices that directly support our school improvement objectives.
- Collaborative Weekly Instructional Plans:
 - Core teachers will work collaboratively to complete weekly instructional plans that show how explicit teaching strategies will be utilized in all core content classrooms.

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	43.8%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: A 2024-25: A 2023-24: A 2022-23: A 2021-22: B

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment								193	226	419
Absent 10% or more school days								48	32	80
One or more suspensions								1	21	22
Course failure in English Language Arts (ELA)								2	4	6
Course failure in Math								2	2	4
Level 1 on statewide ELA assessment								8	31	39
Level 1 on statewide Math assessment								11	22	33
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	0	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								17	19	36

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								2	2	4
Students retained two or more times								4	6	10

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								256	264	520
Absent 10% or more school days								51	29	80
One or more suspensions								38	48	86
Course failure in English Language Arts (ELA)								6	9	15
Course failure in Math								3	1	4
Level 1 on statewide ELA assessment								36	22	58
Level 1 on statewide Math assessment								27	8	35
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								35	25	60

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								4	2	6
Students retained two or more times								11	3	14

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	75	65	62	72	60	58	60	55	53
Grade 3 ELA Achievement			19			27			21
ELA Learning Gains	67	59	61	64	55	59	58	53	56
ELA Lowest 25th Percentile	66	50	53	60	46	52	58	46	50
Math Achievement*	77	67	65	75	63	63	71	59	60
Math Learning Gains	54	54	62	59	54	62	47	51	62
Math Lowest 25th Percentile	75	55	57	74	52	57	72	55	60
Science Achievement	75	60	57	59	55	54	62	48	51
Social Studies Achievement*	83	77	77	85	72	73	86	69	70
Graduation Rate									
Middle School Acceleration	84	78	82	77	70	77	78	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	656
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
73%	67%	63%	68%	56%	55%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	52%	No		
English Language Learners	72%	No		
Black/African American Students	55%	No		
Hispanic Students	65%	No		
Multiracial Students	76%	No		
White Students	76%	No		
Economically Disadvantaged Students	67%	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	75%		67%	66%	77%	54%	75%	75%	83%	84%			
Students With Disabilities	36%		55%	53%	48%	55%	68%	53%	49%	55%			
English Language Learners	46%		75%		75%	92%							
Black/African American Students	43%		59%	50%	52%	64%	75%	40%	55%				
Hispanic Students	62%		56%	38%	73%	62%	77%	71%	62%	83%			
Multiracial Students	72%		77%		78%	57%		72%	88%	91%			
White Students	80%		69%	79%	80%	50%	72%	79%	89%	85%			
Economically Disadvantaged Students	64%		66%	63%	70%	55%	70%	64%	70%	80%			

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	72%		64%	60%	75%	59%	74%	59%	85%	77%			45%
Students With Disabilities	43%		46%	43%	64%	70%	82%	36%	61%	70%			
English Language Learners	42%		54%		54%	47%							45%
Asian Students	80%		60%		70%	60%							
Black/African American Students	38%		36%		54%	55%		27%	69%				
Hispanic Students	69%		69%	71%	66%	49%	72%	61%	79%	73%			
Multiracial Students	73%		63%	80%	72%	68%	82%	35%	87%	74%			
White Students	75%		65%	57%	79%	60%	75%	63%	88%	79%			
Economically Disadvantaged Students	63%		61%	55%	69%	56%	70%	50%	77%	73%			

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	60%		58%	58%	71%	47%	72%	62%	86%	78%			40%
Students With Disabilities	29%		53%	54%	44%	47%	68%	30%	65%	46%			
English Language Learners	29%		50%	36%	54%	50%							40%
Asian Students	54%		75%		77%	67%							
Black/African American Students	32%		50%		50%	50%			79%				
Hispanic Students	57%		49%	38%	67%	56%	81%	44%	93%	79%			
Multiracial Students	69%		74%	90%	71%	46%		67%	75%	81%			
White Students	62%		58%	58%	72%	45%	68%	65%	86%	77%			
Economically Disadvantaged Students	53%		55%	53%	63%	48%	67%	50%	81%	73%			

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	71%	66%	5%	62%	9%
ELA	8	75%	63%	12%	60%	15%
Math	7	35%	49%	-14%	53%	-18%
Math	8	78%	62%	16%	61%	17%
Science	8	67%	57%	10%	52%	15%
Civics	7	82%	78%	4%	77%	5%
Biology	8	100%	97%	3%	91%	9%
Algebra	7	96%	92%	4%	96%	0%
Algebra	8	75%	78%	-3%	84%	-9%
Geometry	8	78%	88%	-10%	95%	-17%
Civics	8	* data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

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

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

Most Improvement

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

Science Achievement showed the most improvement (+16). This year we had a new teacher in one of our classes, we developed several routines and procedures around PENDA allowing us to use PENDA with fidelity all year long. In 26-27 we will no longer have Biology so that will hurt our Science scores next year, but we hope that the continuation of our accelerated science students taking the 8th grade test as well as the procedures we put into place this year will help us maintain our science achievement level.

Lowest Performance

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

Our overall math learning gains showed our lowest performance at 54%, which is down 5 pts from the previous year. In analyzing our data, we discovered that this is due to having such a high number of our students in a High School credit math classes (two grades above their current grade). Since these students are such high achievers we were not putting as much support in place for them. We will be adding some targeted support for our students in Algebra and Geometry classes. We are also putting in additional supports for our 7th grade math students as they showed only 35% tested on grade level which is significantly below the district average and our previous proficiency score in this area. We know that the majority of this score is because our 7th grade students who took accelerated math took the 8th grade Math FAST this year which took them out of this score (this is the first year we gave this group of students the 8th grade level test), leaving only our below grade level 7th grade students being taking the 7th grade math FAST test.

Greatest Decline

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

Our overall math learning gains showed our lowest performance at 54%, which is down 5 pts from the previous year. In analyzing our data, we discovered that this is due to having such a high number of our students in High School credit classes, mainly our 7th graders who take

Algebra (these students are taking a class three grade levels above what they took last year and must exceed their score last year on this high school level test in order to show a learning gain). It is difficult for students to show a learning gain when they are in this situation.

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.

Our 7th grade Math component has the greatest gap when compared to the state average – we have 35% proficient and the state average is 53% proficient. This is due to the fact that our high achieving 7th graders are either taking Algebra or Accelerated Math and if they take Accelerated Math they take the 8th grade Math Fast test, leaving only our lowest achieving math students to take the 7th grade Math Fast test. For 2026-2027, we plan to be more strategic in scheduling our 7th grade students into Intensive Math . This will give these students more small group math instruction.

EWS Areas of Concern

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

When looking at our EWS data we have identified Attendance as one of our greatest areas of need. In 2023-2024 our Average Daily Attendance was 93.88%, in 2024-2025 our ADA was 93.05%, and in 2025-2026 our ADA was 93.02%. We have decreased 0.80% over the last three years. Our chronic absenteeism in 2023-2024 was 16.09%, in 2024-2025 it was 20.43%, and in 2025-2026 it is 20.40%. Over this time span it increased by 4.31%. Our plan for 2026-2027 is to increase our PBIS rewards for attendance, continue with our team and grade level attendance competitions and have our MTSS interventionist continue with her weekly attendance interventions/monitoring and add daily check-ins/check-outs for our chronically absent students. We will also increase our accountability for implementation of cooperative learning systems in classrooms which we believe will increase attendance due to student's engagement in the content.

Highest Priorities

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

Our Areas of Focus for next year are: Overall ELA Achievement, Science Achievement, Math Learning Gains, increase our average daily attendance rate while decreasing our chronic absenteeism, and increase accountability systems for implementation and usage of cooperative learning systems in all classrooms.

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

ELA Proficiency is 75%. This is above the state and district average.

7th grade proficiency in 24-25 was 71% with district average at 62% and state avg 57%.

7th grade proficiency in 25-26 is 71% with district avg at 66% and state avg at 62%

8th grade proficiency in 24-25 was 73% with district avg at 59% and state avg at 55%

8th grade proficiency in 25-26 was 75% with district avg at 63% and state avg at 60%

This data indicates that we are performing well above the state and district average and we need to maintain this growth moving forward.

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.

Maintain or improve ELA proficiency currently at 75%.

Monitoring

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

- **Data Analysis:** Analyze student work and assessment data after collaborative planning cycles to determine whether instructional adjustments are improving student outcomes.
- **Quarterly Monitoring:** Revisit data each quarter and adjust action steps as needed.
- **Walkthrough Alignment:** Conduct classroom walkthroughs in Tier 1 ELA classrooms to look for evidence that agreed-upon content and instructional practices from collaborative planning

are visible in instruction.

Person responsible for monitoring outcome

Meara Trine, Principal

Evidence-based Intervention:

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

Description of Intervention #1:

Explicit Instruction and Teacher Clarity: This is an evidence-based and structured approach where teachers model and explain skills, guide practice, and gradually release responsibility (I Do, We Do, They Do, You Do), with sequenced instruction, cooperative learning techniques, frequent checks for understanding, feedback, and practice opportunities. Teacher clarity ensures students understand what they are learning, why it matters, and how success will be measured.

Rationale:

Explicit Instruction and Teacher Clarity will improve comprehension, mastery, and retention of content while addressing learning gaps. Effective implementation requires collaborative planning, aligned outcomes across all teachers, and a student-centered environment which will create coherence for learners.

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 and conduct weekly common collaborative planning time for ELA teachers and support facilitators
- Establish and conduct a push-in intervention support plan for tier 3 instruction in Reading
- Create, maintain, and review a schoolwide electronic data board

Person Monitoring:

Meara Trine, Principal

By When/Frequency:

Quarterly

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

1st Quarter: Establish Coherent Tier 1 instruction

Leadership Actions:

Establish a master schedule that protects weekly common collaborative planning time for content teachers and support facilitators.

Reinforce instructional non-negotiables for teacher clarity and explicit instruction(posted learning intentions and success criteria, daily modeling, guided practice, checks for understanding, and cooperative learning structures).

Define weekly team planning expectations to ensure cohesive planning amongst content areas.
 Plan and communicate a system for monitoring to include: calendar for classroom walk throughs, collaborative planning calendar, PLC's, team planning, and collaborative lesson structure.
 Establish a push-in intervention support plan for Intensive.
 Reading classes with Literacy Coach and ESE Support Facilitators.
 Create electronic data board and share with whole school.

Literacy Coach Actions:

Plan weekly intervention groups with Intensive Reading teacher and ESE Support Facilitators
 Review Electronic Data Board and develop plans for intervention or remediation.

Teacher Actions:

Collaboratively plan standards-aligned learning intentions and success criteria using SAVAAS curriculum, district guides, and collaborative lesson structure provided by admin
 Implement instructional non-negotiables in all lessons (posted learning intentions and success criteria, daily modeling and think-alouds, guided practice, checks for understanding, and collaborative learning structures)

Review methods used for checks for understanding, modeling, and think-alouds

Introduce cooperative learning structures and use weekly in all classes

2nd Quarter: Strengthen Collaborative Planning

Leadership Actions:

Monitor PLC implementation monthly to ensure team planning collaborative lesson structures are utilized

Conduct weekly walkthroughs and provide actionable feedback to teachers

Run/monitor structured data meetings where teachers look at student data together and collaborate on next steps

Review bottom 25% data and share with teachers

Highlight high-impact instructional practices evident on campus and share those practices.

Update electronic data board

Literacy Coach Actions:

Plan weekly intervention groups with Intensive Reading teacher and ESE Support Facilitators

Review Electronic Data Board and develop plans for intervention or remediation.

Work collaboratively with ELA teachers and IR teacher on implementation of differentiated instruction

Teacher Actions:

Plan together in PLC's and content specific teams to ensure explicit instruction routines for Tier 1 instruction (guided practice, checks for understanding, modeling and think-alouds), differentiated instruction is occurring, and collaborative learning structures are used

Keep instructional routines and expectations consistent across classrooms and support settings.

Adjust instruction based on student data.

Review lowest 25% data and collaboratively develop intervention plans based on the identified students

Review methods used for checks for understanding, modeling, and think-alouds and revise as needed

Increase use/complexity of cooperative learning structures

3rd Quarter: Data-driven adjustments

Leadership Actions:

Monitor PLC implementation monthly to ensure team planning collaborative lesson structures are utilized

Conduct weekly walkthroughs and provide actionable feedback to teachers

Run/monitor structured data meetings where teachers look at student data together and collaborate on next steps

Identify instructional gaps using data trends and walkthrough data
 Highlight high-impact instructional practices evident on campus and share those practices.
 Review lowest 25% data and interventions for effectiveness, discuss any changes needed and share with faculty
 Update Electronic Data Board
 Literacy Coach Actions:
 Plan weekly intervention groups with Intensive Reading teacher and ESE Support Facilitators
 Review Electronic Data Board and develop plans for intervention or remediation.
 Work collaboratively with ELA teachers and IR teacher on implementation of differentiated instruction
 Teacher Actions:
 Review methods used for checks for understanding, modeling, and think-alouds and revise as needed
 Strengthen modeling practices (breaking into clear steps, using think-alouds to show thinking process)
 Increase use/complexity of cooperative learning structures
 Review lowest 25% data and interventions for effectiveness, incorporate any changes made

4th Quarter: Monitor and Adjust

Leadership Actions:
 Monitor PLC implementation monthly to ensure team planning collaborative lesson structures are utilized
 Conduct weekly walkthroughs and provide actionable feedback to teachers
 Run/monitor structured data meetings where teachers look at student data together and collaborate on next steps
 Identify instructional gaps using data trends and walkthrough data
 Highlight high-impact instructional practices evident on campus and share those practices.
 Review lowest 25% data and interventions for effectiveness, adjust as needed and share with faculty
 Update Electronic data board
 Literacy Coach Actions:
 Plan weekly intervention groups with Intensive Reading teacher and ESE Support Facilitators
 Review Electronic Data Board and develop plans for intervention or remediation.
 Work collaboratively with ELA teachers and IR teacher on implementation of differentiated instruction
 Teacher Actions:
 Review student data to identify who needs reteach, enrichment, or extra support.
 Adjust instruction quickly when students are not mastering skills.
 Focused instruction on bubble students to help move them to proficiency and increase learning gains.

Area of Focus #2

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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

Math Learning Gains is 54% this is a 5% decrease.

In 2024-2025 Math Learning Gains was 59%.

In 2023-2024 Math Learning Gains was 47%.

Measurable Outcome

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

Increase Math Learning Gains from 54% to 56%.

Monitoring

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

- **Data Analysis:** Analyze student work and assessment data after collaborative planning cycles to determine whether instructional adjustments are improving student outcomes.
- **Quarterly Monitoring:** Revisit data each quarter and adjust action steps as needed.
- **Walkthrough Alignment:** Conduct classroom walkthroughs in Tier 1 core classrooms and Tier 2 support to look for evidence that agreed-upon content and instructional practices from collaborative planning are visible in instruction.

Person responsible for monitoring outcome

Meara Trine, Principal

Evidence-based Intervention:

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

Description of Intervention #1:

Explicit Instruction and Teacher Clarity: This is an evidence-based and structured approach where teachers model and explain skills, guide practice, and gradually release responsibility (I Do, We Do, They Do, You Do), with sequenced instruction, cooperative learning techniques, frequent checks for understanding, feedback, and practice opportunities. Teacher clarity ensures students understand what they are learning, why it matters, and how success will be measured.

Rationale:

Explicit Instruction and Teacher Clarity will improve comprehension, mastery, and retention of content while addressing learning gaps. Effective implementation requires collaborative planning, aligned outcomes across all teachers, and a student-centered environment which will create coherence for learners.

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 and conduct weekly common collaborative planning time for Math teachers and support facilitators
- Establish and conduct a push-in intervention support plan for tier 3 instruction in Math
- Create, maintain, and review a schoolwide electronic data board

Person Monitoring:

Meara Trine, Principal

By When/Frequency:

Quarterly

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

1st Quarter: Establish Coherent Tier 1 instruction

Leadership Actions:

- Establish a master schedule that protects weekly common collaborative planning time for content teachers and support facilitators.
- Reinforce instructional non-negotiables for teacher clarity (posted learning intentions and success criteria, daily modeling, guided practice, checks for understanding, and cooperative learning structures).
- Define weekly team planning expectations to ensure cohesive planning amongst content areas.
- Plan and communicate a system for monitoring to include: calendar for classroom walk throughs, collaborative planning calendar, PLC's, team planning collaborative lesson structure
- Establish a push-in intervention support plan for Intensive Reading classes with Literacy Coach and ESE Support Facilitators
- Create electronic data board and share with whole school
- Support ALEKS Reward Systems

MTSS/Math Interventionist:

- Review Electronic Data Board and develop plans for intervention or remediation.
- Plan weekly intervention groups with Math teachers based on data

Teacher Actions:

- Collaboratively plan standards-aligned learning intentions and success criteria using district math curriculum, district guides, and collaborative lesson structure provided by admin
- Implement instructional non-negotiables in all lessons (posted learning intentions and success criteria, daily modeling and think-alouds, guided practice, checks for understanding, and collaborative learning structures)
- Review methods used for checks for understanding, modeling, and think-alouds
- Introduce cooperative learning structures and use weekly in all classes
- Establish and implement ALEKS usage in the classroom weekly

2nd Quarter: Strengthen Collaborative Planning

Leadership Actions:

- Monitor PLC implementation monthly to ensure team planning collaborative lesson structures are utilized
- Conduct weekly walkthroughs and provide actionable feedback to teachers
- Run/monitor structured data meetings where teachers look at student data together and collaborate on next steps
- Review data and share with teachers
- Highlight high-impact instructional practices evident on campus and share those practices.

- Update electronic data board
- Support ALEKS Reward Systems

MTSS/Math Interventionist:

- Review Electronic Data Board and develop plans for intervention or remediation.
- Plan weekly intervention groups with Math teachers based on data
- Push into Math classes with identified deficiencies/needs

Teacher Actions:

- Plan together in PLC's and content specific teams to ensure explicit instruction routines for Tier 1 instruction (guided practice, checks for understanding, modeling and think-alouds), differentiated instruction is occurring, and collaborative learning structures are used
- Keep instructional routines and expectations consistent across classrooms and support settings.
- Adjust instruction based on student data.
- Review data and collaboratively develop intervention plans based on the identified students
- Review methods used for checks for understanding, modeling, and think-alouds and revise as needed
- Increase use/complexity of cooperative learning structures
- Use ALEKS weekly in the classroom weekly
- Celebrate ALEKS successes with students

3rd Quarter: Data-driven adjustments

Leadership Actions:

- Monitor PLC implementation monthly to ensure team planning collaborative lesson structures are utilized
- Conduct weekly walkthroughs and provide actionable feedback to teachers
- Run/monitor structured data meetings where teachers look at student data together and collaborate on next steps
- Identify instructional gaps using data trends and walkthrough data
- Highlight high-impact instructional practices evident on campus and share those practices.
- Review data and interventions for effectiveness, discuss any changes needed and share with faculty
- Update Electronic Data Board
- Support ALEKS reward systems

MTSS/Math Interventionist:

- Review Electronic Data Board and develop plans for intervention or remediation.
- Plan weekly intervention groups with Math teachers based on data
- Push into Math classes with students showing the greatest deficiencies/need

Teacher Actions:

- Review methods used for checks for understanding, modeling, and think-alouds and revise as needed
- Strengthen modeling practices (breaking into clear steps, using think-alouds to show thinking process)
- Increase use/complexity of cooperative learning structures
- Review data and interventions for effectiveness, incorporate any changes made
- Use ALEKS in the classroom weekly
- Celebrate ALEKS successes with students

4th Quarter: Monitor and Adjust

Leadership Actions:

- Monitor PLC implementation monthly to ensure team planning collaborative lesson structures are utilized
- Conduct weekly walkthroughs and provide actionable feedback to teachers
- Run/monitor structured data meetings where teachers look at student data together and collaborate on next steps
- Identify instructional gaps using data trends and walkthrough data
- Highlight high-impact instructional practices evident on campus and share those practices.
- Review data and interventions for effectiveness, adjust as needed and share with faculty
- Update Electronic data board
- Support ALEKS reward systems

MTSS/Math Interventionist:

- Review Electronic Data Board and develop plans for intervention or remediation.
- Plan weekly intervention groups with Math teachers based on data
- Push into Math classes with high concentration of students identified by needs assessment.

Teacher Actions:

- Review student data to identify who needs reteach, enrichment, or extra support.
- Adjust instruction quickly when students are not mastering skills.
- Focused instruction on bubble students and students identified w/gaps to help move them to proficiency and increase learning gains.
- Use ALEKS in the classroom weekly
- Celebrate ALEKS successes with students

Area of Focus #3

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

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

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

Science Proficiency at 75%. This is above the state and district average.

8th grade Science Proficiency in 2024-2025 was 49% with district avg at 53% and state avg at 49%.

8th grade Science Proficiency in 2025-2026 is 67% with district avg at 57% and state avg at 52%.

Biology EOC in 2024-2025 was 100% with district avg at 71% and state avg at 71%.

Biology EOC in 2025-2026 is 100% with district avg at 75% and state avg at 74%.

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.

Maintain or improve science proficiency currently at 75%.**Monitoring**

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

- **Data Analysis:** Analyze student work, PENDA assignments, and assessment data after collaborative planning cycles to determine whether instructional adjustments are improving student outcomes.
- **Quarterly Monitoring:** Revisit data each quarter and adjust action steps as needed.
- **Walkthrough Alignment:** Conduct classroom walkthroughs in Tier 1 core classrooms and Tier 2 support to look for evidence that agreed-upon content and instructional practices from collaborative planning are visible in instruction.

Person responsible for monitoring outcome

Cathy Gahres, Assistant Principal

Evidence-based Intervention:

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

Description of Intervention #1:

Explicit Instruction and Teacher Clarity: This is an evidence-based and structured approach where teachers model and explain skills, guide practice, and gradually release responsibility (I Do, We Do, You Do), with sequenced instruction, cooperative learning techniques, frequent checks for understanding, feedback, and practice opportunities. Teacher clarity ensures students understand what they are learning, why it matters, and how success will be measured. Weekly use of PENDA in all science classes with regular monitoring of activities and lessons within PENDA.

Rationale:

Explicit Instruction and Teacher Clarity will improve comprehension, mastery, and retention of content while addressing learning gaps. Effective implementation requires collaborative planning, aligned outcomes across all teachers, and a student-centered environment which will create coherence for learners. Increased use of PENDA in the 2025-2026 school year helped us achieve our gain of 15% points overall in Science classes.

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 and conduct weekly common collaborative planning time for science teachers and support facilitators and/or paraprofessionals
- Establish and conduct a push-in intervention support plan for tier 2/3 instruction in science
- Create, maintain, and review a schoolwide electronic data board

Person Monitoring:

Cathy Gahres

By When/Frequency:

Quarterly

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

1st Quarter: Establish Coherent Tier 1 instruction

Leadership Actions:

- Establish a master schedule that protects weekly common collaborative planning time for content teachers and support facilitators.
- Reinforce instructional non-negotiables for teacher clarity (posted learning intentions and success criteria, daily modeling, guided practice, checks for understanding, and cooperative learning structures).
- Define weekly team planning expectations to ensure cohesive planning amongst content areas.
- Plan and communicate a system for monitoring to include: calendar for classroom walk throughs, collaborative planning calendar, PLC's, team planning collaborative lesson structure
- Establish push-in support with our Paraprofessionals based on classroom needs.
- Create electronic data board and share with whole school
- Support PENDA reward systems

Teacher Actions:

- Collaboratively plan standards-aligned learning intentions and success criteria using district science curriculum, district guides, and collaborative lesson structure provided by admin
- Implement instructional non-negotiables in all lessons (posted learning intentions and success criteria, daily modeling and think-alouds, guided practice, checks for understanding, and collaborative learning structures)
- Review methods used for checks for understanding, modeling, and think-alouds
- Introduce cooperative learning structures and use weekly in all classes
- Introduce PENDA and the weekly PENDA objectives
- Review Science Data on the Electronic Data Board with Paraprofessionals who assist in Science classrooms
- Incorporate Paraprofessional assistance in the intervention groups based on data

Paraprofessionals:

- Review Electronic Data Board with science teachers and the intervention group plan.
- Deliver/assist with interventions and support

2nd Quarter: Strengthen Collaborative Planning

Leadership Actions:

- Monitor PLC implementation monthly to ensure team planning collaborative lesson structures are utilized
- Conduct weekly walkthroughs and provide actionable feedback to teachers
- Run/monitor structured data meetings where teachers look at student data together and collaborate on next steps
- Highlight high-impact instructional practices evident on campus and share those practices.
- Update electronic data board
- Support PENDA Reward Systems

Teacher Actions:

- Plan together in PLC's and content specific teams to ensure explicit instruction routines for Tier 1 instruction (guided practice, checks for understanding, modeling and think-alouds), differentiated instruction is occurring, and collaborative learning structures are used

- Keep instructional routines and expectations consistent across classrooms and support settings.
 - Adjust instruction based on student data.
 - Review data and collaboratively develop intervention plans based on the identified students
 - Review methods used for checks for understanding, modeling, and think-alouds and revise as needed
 - Use cooperative learning structures weekly in all classes
 - Use PENDA and the classroom weekly
 - Review Science Data on the Electronic Data Board with Paraprofessionals who assist in Science classrooms
 - Incorporate Paraprofessional assistance in the intervention groups based on data
- Paraprofessionals:
- Review Electronic Data Board with science teachers and the intervention group plan.
 - Deliver/assist with interventions and support

3rd Quarter: Data-driven adjustments

Leadership Actions:

- Monitor PLC implementation monthly to ensure team planning collaborative lesson structures are utilized
- Conduct weekly walkthroughs and provide actionable feedback to teachers
- Run/monitor structured data meetings where teachers look at student data together and collaborate on next steps
- Identify instructional gaps using data trends and walkthrough data
- Highlight high-impact instructional practices evident on campus and share those practices.
- Review interventions for effectiveness, discuss any changes needed and share with faculty
- Update Electronic Data Board
- Support PENDA reward systems
-

Teacher Actions:

- Review methods used for checks for understanding, modeling, and think-alouds and revise as needed
- Strengthen modeling practices (breaking into clear steps, using think-alouds to show thinking process)
- Increase use/complexity of cooperative learning structures
- Review lowest 25% data and interventions for effectiveness, incorporate any changes made
- Use PENDA in the classroom weekly
- Celebrate PENDA successes with students
- Review Science Data on the Electronic Data Board with Paraprofessionals who assist in Science classrooms
- Incorporate Paraprofessional assistance in the intervention groups based on data
-

Paraprofessionals:

- Review Electronic Data Board with science teachers and the intervention group plan.
- Deliver/assist with interventions and support
-

4th Quarter: Monitor and Adjust

Leadership Actions:

- Monitor PLC implementation monthly to ensure team planning collaborative lesson structures are utilized
- Conduct weekly walkthroughs and provide actionable feedback to teachers
- Run/monitor structured data meetings where teachers look at student data together and collaborate

on next steps

- Identify instructional gaps using data trends and walkthrough data
- Highlight high-impact instructional practices evident on campus and share those practices.
- Review lowest 25% data and interventions for effectiveness, adjust as needed and share with faculty
- Update Electronic data board
- Support PENDA reward systems

Teacher Actions:

- Review student data to identify who needs reteach, enrichment, or extra support.
- Adjust instruction quickly when students are not mastering skills.
- Focused instruction on bubble students and lowest 25% to help move them to proficiency and increase learning gains.
- Use PENDA in the classroom weekly
- Celebrate PENDA successes with students
- Review Science Data on the Electronic Data Board with Paraprofessionals who assist in Science classrooms
- Incorporate Paraprofessional assistance in the intervention groups based on data
-

Paraprofessionals:

- Review Electronic Data Board with science teachers and the intervention group plan.
- Deliver/assist with interventions and support
-

Area of Focus #4

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

Instructional Practice specifically relating to Collaborative Planning

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.

Based on classroom walkthroughs, monthly PLC meetings, lesson plans submitted for formal observations, and teacher feedback it is evident that more coherence with explicit instruction and planning is needed across core subject areas.

Measurable Outcome

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

In order to obtain schoolwide coherence with explicit instruction, core teachers will collaboratively develop weekly instructional plans with fidelity in order to maintain or improve state-standardized testing scores from the previous school year.

Monitoring

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

the desired outcome.

Weekly instructional plans will be shared in a common drive between relevant core teachers, the ESE Department, and the administrative team. These will be reviewed by administration and referred to while doing classroom walkthroughs, giving feedback. Specific attention will be given to collaborative teaching practices, coherence amongst classes and explicit instructional practices.

Person responsible for monitoring outcome

Cathy Gahres, Assistant Principal

Evidence-based Intervention:

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

Description of Intervention #1:

Explicit Instruction and Teacher Clarity: This is an evidence-based and structured approach where teachers model and explain skills, guide practice, and gradually release responsibility (I Do, We Do, They Do, You Do), with sequence instruction, cooperative learning techniques, frequent checks for understanding, feedback, and practice opportunities. Teacher clarity ensures students understand what they are learning, why it matters, and how success will be measured.

Rationale:

Explicit Instruction and Teacher Clarity will improve comprehension, mastery, and retention of content while addressing learning gaps. Effective implementation requires collaborative planning, aligned outcomes across all teachers, and a student-centered environment which will create coherence for learners.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Collaborative planning with a focus on coherence, teacher clarity, and cooperative learning structures

Person Monitoring:

Cathy Gahres

By When/Frequency:

weekly

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

1st Quarter: Awareness of data trends and set up systems

Leadership Actions:

- Create weekly instructional plan template in a Google Share Drive

- Provide training to core departments and ESE
- Establish a master schedule that protects weekly common collaborative planning time for content teachers and support facilitators
- Reinforce instructional non-negotiables for teacher clarity (posted learning intentions and success criteria, daily modeling, guided practice, checks for understanding, and cooperative learning structures)
- Define weekly team planning expectations to ensure cohesive planning amongst content areas.
- Plan and communicate a system for monitoring to include: calendar for classroom walkthroughs, collaborative planning calendar, PLC's, team planning collaborative lesson structure
- Monitor and support implementation

Core/ESE Teacher Actions:

- Collaboratively plan standards-aligned learning intentions and success criteria using district curriculum, district guides, and collaborative lesson structure provided by admin
- Review methods used for checks for understanding, modeling, and think-alouds

2nd Quarter: implement systems

Leadership Actions:

- Reinforce instructional non-negotiables for teacher clarity (posted learning intentions and success criteria, daily modeling, guided practice, checks for understanding, and cooperative learning structures)
- Review weekly team planning expectations to ensure cohesive planning amongst content areas when deficiencies are noted during walk-throughs or in review of plans
- complete classroom walk-throughs looking for adherence to the collaborative plans submitted, coherence, explicit instruction, and cooperative learning structures
- Provide support of the implementation to all teachers and support staff as needed

Core/ESE Teacher Actions:

- Collaboratively plan standards-aligned learning intentions and success criteria using district curriculum, district guides, and collaborative lesson structure provided by admin
- Review methods used for checks for understanding, modeling, and think-alouds
- Meet with, collaborate, revise practices with administration as needed regarding collaborative planning, coherence, explicit instruction, or cooperative learning structure practices seen during walk throughs.

3rd Quarter: Implement/review/revise/reinforce systems as needed

Leadership Actions:

- Reinforce instructional non-negotiables for teacher clarity (posted learning intentions and success criteria, daily modeling, guided practice, checks for understanding, and cooperative learning structures)
- Review weekly team planning expectations to ensure cohesive planning amongst content areas when deficiencies are noted during walk-throughs or in review of plans
- complete classroom walk-throughs looking for adherence to the collaborative plans submitted, coherence, explicit instruction, and cooperative learning structures
- Provide support of the implementation to all teachers and support staff as needed

Core/ESE Teacher Actions:

- Collaboratively plan standards-aligned learning intentions and success criteria using district curriculum, district guides, and collaborative lesson structure provided by admin
- Review methods used for checks for understanding, modeling, and think-alouds
- Meet with, collaborate, revise practices with administration as needed regarding collaborative planning, coherence, explicit instruction, or cooperative learning structure practices seen during walk throughs.

4th Quarter: Implement/review/revise/reinforce systems as needed and evaluate

Leadership Actions:

- Reinforce instructional non-negotiables for teacher clarity (posted learning intentions and success criteria, daily modeling, guided practice, checks for understanding, and cooperative learning structures)
- Review weekly team planning expectations to ensure cohesive planning amongst content areas when deficiencies are noted during walk-throughs or in review of plans
- complete classroom walk-throughs looking for adherence to the collaborative plans submitted, coherence, explicit instruction, and cooperative learning structures
- Provide support of the implementation to all teachers and support staff as needed
- Evaluate the overall success and struggles and share with the teachers and staff

Core/ESE Teacher Actions:

- Collaboratively plan standards-aligned learning intentions and success criteria using district curriculum, district guides, and collaborative lesson structure provided by admin
- Review methods used for checks for understanding, modeling, and think-alouds
- Meet with, collaborate, revise practices with administration as needed regarding collaborative planning, coherence, explicit instruction, or cooperative learning structure practices seen during walk-throughs.
- Share thoughts, ideas, and/or concerns on their successes and or struggles with coherence, collaborative planning, explicit instruction, and cooperative learning structure implementation

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

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

Average Daily Attendance Rate in 2023-2024 was 93.88%

Average Daily Attendance Rate in 2024-2025 was 93.05%

Average Daily Attendance Rate in 2025-2026 was 93.02% this is above the district middle school average of 92.48%

Chronic Absenteeism in 2023-2024 was 16.09%

Chronic Absenteeism in 2024-2025 was 20.43%

Chronic Absenteeism in 2025-2026 was 20.40% this is above the district middle school average of 24.03%

Measurable Outcome

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

In 2026-2027 school year we will increase our Average Daily Attendance to 93.50% and decrease our Chronic Absenteeism to 19.00%

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.

Data Analysis: Analyze daily attendance rates and chronic absenteeism for trends

Quarterly Monitoring: Analyze quarterly daily attendance rates and chronic absenteeism for trends

Person responsible for monitoring outcome

Kimberly Sparger, MTSS Coordinator

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:

Early Warning System tracking, mentorship, check-in/check-out, and school climate initiatives: These evidence-based practices are proven to identify risks early, engage students and families, and build student belonging which increases student attendance and decreases the risk of chronic absenteeism before it begins.

Rationale:

Early Warning Systems help to identify students prior to attendance issues arising. Mentorship and Check-In/Check-out Program: Connect at-risk students with a trusted adult to provide one-on-one attention, social-emotional support, and daily check-ins School Climate Initiatives: Foster a welcoming environment that supports mutual respect and a sense of belonging to prevent students from disengaging during the critical middle school transition.

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

Implement a data monitoring system for student attendance and work with students, families, faculty, and staff on interventions and prevention for chronic absenteeism.

Person Monitoring:

By When/Frequency:

Kimberly Sparger, MTSS Coordinator

Quarterly

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

1st Quarter: Awareness of data and trends and set up systems

Leadership Actions:

- Create MTSS Electronic Data board
- Share MTSS Electronic Data board with faculty
- Set a calendar with monthly meetings of MTSS committee
- Review previous year's attendance data on incoming students to identify students of concern
- Support Teacher's late work policy
- Create an attendance competition amongst teams and share with faculty/staff
- Develop PBIS attendance initiatives

MTSS Interventionist Actions:

- Review MTSS Electronic Data board with administration
- Set agendas for MTSS committee meetings
- Identify students of concern
- Make contact/connection with students of concern and their families
- Establish an attendance check-in/check-out – mentoring program for students of concern
- Create data collection tools for students of concern when needed and share with teachers
- Create an attendance board for quarterly attendance rates to be displayed
- Develop/Implement PBIS attendance initiatives

Faculty/Staff Actions:

- Review MTSS Electronic Data board
- Identify students of concern and share with Interventionist
- Make connections with students and families
- Establish a late work policy and share with all students and their families (Open House, Syllabus, Parent emails/newsletter)
- Establish a team attendance incentive and add the importance of attendance to their syllabus and add to open house discussion w/families
- Complete data collection tools on students of concern when requested
- Discuss attendance competition and PBIS attendance initiatives within team meetings and develop a team plan to support attendance goals (positive communication home, Kagan cooperative learning structures, celebrations)
- Front office staff will display daily attendance rate and tardy information in front office for families to see
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2nd Quarter: Strengthen Systems

Leadership Actions:

- Update MTSS Electronic Data board
- Participate in monthly meetings of MTSS committee
- Review quarterly attendance data
- Support Teacher's late work policy
- Support Attendance Competition
- Celebrate Attendance successes
- Support PBIS attendance initiatives
-

MTSS Interventionist Actions:

- Review MTSS Electronic Data board with administration
- Set agendas and hold MTSS committee meetings

- Continually evaluate attendance data and identify students of concern
- Make contact/connection with students of concern and their families
- Monitor attendance check-in/check-out – mentoring program for students of concern
- Monitor data collection on students of concern and share with teachers
- Update attendance board with quarterly attendance rates and team winners
- Plan and execute PBIS initiatives

-

Faculty/Staff Actions:

- Review MTSS Electronic Data board
- Identify students of concern and share with Interventionist
- Make connections with students and families
- Communicate attendance concerns with students and parents weekly
- Consistently enforce late work policy
- Complete data collection tools on students of concern when requested
- Support attendance goals/PBIS initiatives uniformly amongst teams
- Front office staff will display daily attendance rate and tardy information in front office for families to see

3rd Quarter: Review Data and Systems and adjust as needed

Leadership Actions:

- Update MTSS Electronic Data board
- Participate in monthly meetings of MTSS committee
- Review quarterly attendance data
- Support Teacher's late work policy
- Support Attendance Competition
- Celebrate Attendance successes
- Support PBIS attendance initiatives

-

MTSS Interventionist Actions:

- Review MTSS Electronic Data board with administration and adjust interventions as needed
- Set agendas and hold MTSS committee meetings
- Continually evaluate attendance data and identify students of concern
- Make contact/connection with students of concern and their families
- Monitor attendance check-in/check-out – mentoring program for students of concern, make adjustments as needed
- Monitor data collection on students of concern and share with teachers
- Update attendance board with quarterly attendance rates and team winners
- Plan and execute PBIS initiatives

-

Faculty/Staff Actions:

- Review MTSS Electronic Data board
- Identify students of concern and share with Interventionist
- Make connections with students and families
- Communicate attendance concerns with students and parents weekly
- Consistently enforce late work policy
- Complete data collection tools on students of concern when requested
- Support attendance goals/PBIS initiatives uniformly amongst teams
- Front office staff will display daily attendance rate and tardy information in front office for families to see

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4th Quarter: Monitor and Adjust

Leadership Actions:

- Update MTSS Electronic Data board
- Participate in monthly meetings of MTSS committee
- Review quarterly attendance data
- Support Teacher's late work policy
- Support Attendance Competition
- Celebrate Attendance successes
- Support PBIS attendance initiatives
-

MTSS Interventionist Actions:

- Review MTSS Electronic Data board with administration and adjust interventions as needed
- Set agendas and hold MTSS committee meetings
- Continually evaluate attendance data and identify students of concern
- Make contact/connection with students of concern and their families
- Monitor attendance check-in/check-out – mentoring program for students of concern, make adjustments as needed
- Monitor data collection on students of concern and share with teachers
- Update attendance board with quarterly attendance rates and team winners
- Plan and execute PBIS initiatives
-

Faculty/Staff Actions:

- Review MTSS Electronic Data board
- Identify students of concern and share with Interventionist
- Make connections with students and families
- Communicate attendance concerns with students and parents weekly
- Consistently enforce late work policy
- Complete data collection tools on students of concern when requested
- Support attendance goals/PBIS initiatives uniformly amongst teams
- Front office staff will display daily attendance rate and tardy information in front office for families to see

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