

Brevard Public Schools

LYNDON B. JOHNSON MIDDLE SCHL



2025-26 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Johnson Middle School strives to provide all students limitless opportunities to succeed.

Provide the school's vision statement

Johnson Middle School is committed to providing all students limitless opportunities to succeed.

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

Cynthia Pegion

pegion.cynthia@brevardschools.org

Position Title

Science Coach

Job Duties and Responsibilities

Instructional Support

- Collaborate with science teachers to develop and refine curriculum aligned with state standards.
- Model effective, inquiry-based science lessons and co-teach when needed.
- Observe classroom instruction and provide constructive feedback to improve teaching practices.
- Assist teachers in integrating hands-on activities, technology, and real-world applications into

science lessons.

Professional Development

- Design and lead workshops, training sessions, and professional learning communities (PLCs) focused on best practices in science education.
- Support teachers in analyzing student data to inform instruction and improve outcomes.
- Stay current with research in science education and share relevant strategies and resources with staff.

Leadership Team Member #2

Employee's Name

Ryan Langlie

langlie.ryan@brevardschools.org

Position Title

AVID Coordinator

Job Duties and Responsibilities

AVID Coordinator

The AVID (Advancement Via Individual Determination) Coordinator leads the implementation of the AVID program, which prepares students for college readiness and success.

Instructional Support and Professional Development

- Promote and model AVID strategies (WICOR: Writing, Inquiry, Collaboration, Organization, Reading) across content areas.
- Organize and lead professional learning for staff on AVID methodologies.

Student and Family Engagement

- Collaborate with families and community partners to support student success.
- Coordinate family engagement events and workshops.

Data and Evaluation

- Collect and analyze student data to inform instruction and program improvements.
- Support AVID students in setting academic goals and tracking progress.

Leadership Team Member #3

Employee's Name

Stephanie Castaldo

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Position Title

Teacher (Math Department Head)

Job Duties and Responsibilities

Curriculum Leadership

- Align the math curriculum with the goals and objectives of the SIP.
- Ensure that instruction aligns with current standards and supports the school's academic achievement goals.
- Lead the integration of targeted instructional strategies as outlined in the SIP.

Data-Driven Instruction

- Analyze school-wide and math-specific performance data (e.g., standardized test scores, benchmark assessments).
- Identify gaps in student learning and develop strategies to address them in line with the SIP.
- Support teachers in using data to guide lesson planning and student interventions.

Monitoring and Evaluation

- Track progress on math-related SIP goals and report updates to school administration.
- Adjust instructional strategies and department initiatives in response to progress monitoring data.
- Lead reflective practices to evaluate the effectiveness of programs and interventions.

Leadership Team Member #4

Employee's Name

Roberta Scott

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Position Title

Literacy Coach

Job Duties and Responsibilities

The role of a Literacy Coach is crucial in supporting the implementation of a School Improvement Plan (SIP), especially when literacy goals are a central focus. Below are key job duties and responsibilities of a literacy coach, aligned with SIP implementation:

Instructional Leadership

- Support SIP literacy goals by aligning coaching strategies with the school's academic targets.
- Collaborate with school leadership to design and implement instructional plans that improve reading and writing outcomes.
- Participate in SIP team meetings and contribute literacy-focused data and strategies.

Teacher Support and Professional Development

- Provide job-embedded coaching to teachers through modeling, co-teaching, and observing literacy instruction to support their professional development.
- Facilitate professional learning communities (PLCs) focused on SIP-aligned literacy strategies.

Data-Driven Instruction

- Assist in the collection, analysis, and interpretation of literacy data (e.g., benchmark assessments, formative/summative data).
- Guide teachers in using data to inform instruction and intervention aligned with SIP outcomes.

Curriculum Implementation and Resource Support.

- Ensure instructional materials are used with fidelity and aligned with standards and SIP benchmarks.
- Support integration of literacy across content areas, promoting interdisciplinary reading and writing practices.

Collaboration and Stakeholder Engagement

- Work closely with school administrators, interventionists, and special education staff to align support structures and ensure effective collaboration.
- Engage families and the community through literacy nights, newsletters, or workshops that support SIP goals.

Monitoring and Continuous Improvement

- Support the **ongoing evaluation** of literacy strategies in the SIP and recommend adjustments.
- Document coaching activities, teacher growth, and student literacy progress to inform SIP revisions.

Leadership Team Member #5

Employee's Name

Joseph Castaldo

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Position Title

Teacher (CTE)

Job Duties and Responsibilities

Plan standards-based lessons, with the use of appropriate instructional strategies and materials for relevant educational learning experiences. Enforce federal, state, and district regulations, policies, and procedures.

Leadership Team Member #6

Employee's Name

Holly Ford

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Position Title

MTSS

Job Duties and Responsibilities

Lead MTSS Framework Alignment with SIP Goals

- Ensure the MTSS structure (academic, behavioral, and SEL supports) is aligned with SIP priorities (e.g., improving reading scores, reducing chronic absenteeism).
- Map intervention efforts to SIP goals, identifying where Tier 1, Tier 2, and Tier 3 supports are needed.
- **Data-Driven Problem Solving**
 - Oversee **universal screening** processes and progress monitoring assessments.
 - Lead **data team meetings** to review academic, behavior, and attendance data.
 - Identify students in need of intervention, track progress, and adjust supports accordingly—ensuring SIP performance targets are addressed.
- **3. Intervention System Development and Implementation**
 - Design or support the implementation of **evidence-based interventions** that meet ESSA evidence standards (Levels 1–4).
 - Collaborate with instructional staff to implement SIP-aligned **Tier 1 core instruction improvements**.
 - Coordinate Tier 2 and Tier 3 supports (e.g., small-group instruction, individualized

behavior plans).

- **4. Progress Monitoring and Fidelity Checks**
 - Develop and manage **systems for tracking student progress** toward SIP academic and behavioral goals.
 - Monitor the **fidelity of intervention implementation**, ensuring consistent delivery across classrooms and grade levels.
 - Use data to inform **mid-course corrections** in SIP execution.
- **5. Collaboration and Coaching**
 - Serve as a liaison between administrators, instructional coaches, counselors, and teachers to ensure MTSS practices support SIP outcomes.
 - Provide coaching and professional development to staff on **data use**, intervention strategies, and MTSS processes.
 - Help staff understand their role in implementing MTSS as part of schoolwide improvement.
- **6. Family and Community Engagement**
 - Support **communication with families** regarding student progress, interventions, and the MTSS process as part of SIP family engagement efforts.
 - Participate in family engagement activities connected to intervention supports and student success planning.
- **7. SIP Monitoring and Reporting**
 - Contribute to SIP documentation by providing **intervention data**, student progress summaries, and evidence of MTSS implementation.
 - Participate in **SIP planning and review meetings**, using MTSS outcomes to evaluate school improvement efforts.
 - Ensure alignment with **district and state MTSS expectations** as reflected in the SIP.

Leadership Team Member #7

Employee's Name

Tracy Oxley

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Position Title

Teacher (ESE)

Job Duties and Responsibilities

Instructional Support Aligned to SIP Goals

- Deliver specially designed instruction (SDI) and accommodations that align with SIP goals in reading, math, science, and other targeted areas.
- **Data Collection and Progress Monitoring**

- Collect and analyze academic and behavioral data for students with IEPs to track progress toward both IEP goals and **schoolwide SIP benchmarks**.
- Use **progress monitoring tools** (e.g., i-Ready, FAST, DIBELS, behavior charts) to evaluate student response to interventions and instruction.
- Communicate student progress to the MTSS team and contribute to **data-driven decision-making** processes.

Collaboration with General Education Staff

- Partner with gen ed teachers to:
 - Implement **Tier 1 differentiated instruction**
 - Support **Tier 2 and Tier 3 interventions** outlined in the SIP
 - Share effective **accommodation/modification strategies**
- Participate in **Professional Learning Communities (PLCs)** focused on SIP-aligned academic goals.

Support for MTSS and Intervention Systems

- Help identify students with disabilities who may need additional supports beyond what's outlined in the IEP, contributing to MTSS decision-making.
- Assist in implementing **behavioral interventions** tied to SIP strategies like PBIS.
- Support **inclusive intervention delivery** that ensures equitable access to SIP interventions.

Leadership Team Member #8

Employee's Name

Jennifer Katz

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Position Title

ESE Support Specialist

Job Duties and Responsibilities

The ESE (Exceptional Student Education) Support Specialist plays a vital role in ensuring that the needs of students with disabilities are fully integrated into the School Improvement Plan (SIP). Their duties directly support equity, access, and achievement for all learners. Here are the key job duties and responsibilities of an ESE Support Specialist as they relate to SIP implementation:

Alignment of ESE Services with SIP Goals

- Ensure that **special education services and supports** are aligned with the academic and behavioral priorities in the SIP.
- Participate in SIP planning and progress monitoring teams to represent the needs of students with disabilities.

Instructional Support and Collaboration

- Collaborate with general and special education teachers to implement differentiated instructional strategies aligned with SIP goals.
- Support co-teaching models and inclusive classroom practices as outlined in the SIP.

Data Monitoring and Progress Reporting

- Support the analysis of academic and behavioral data for ESE students to identify trends and inform SIP adjustments.
- Assist in developing intervention plans based on MTSS (Multi-Tiered System of Supports) that align with SIP strategies.

Continuous Improvement and Strategic Planning

- Support the **review and revision** of SIP goals based on the performance of ESE students.
- Identify gaps in services or outcomes and recommend strategies to improve support for exceptional students.
- Promote a culture of high expectations and continuous improvement for all learners.

Leadership Team Member #9**Employee's Name**

Marina Middleton

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Position Title

Principal

Job Duties and Responsibilities

Leadership and Vision Alignment

- Ensure the SIP aligns with the district's strategic plan, state and federal mandates (including ESSA), and the school's mission.
- Facilitate the development of SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound).
- Lead the SIP team or leadership committee responsible for designing and monitoring the plan.

Data-Driven Decision Making

- Analyze academic performance, attendance, discipline, and equity data to identify root causes of underperformance.
- Use data to determine evidence-based strategies that meet ESSA evidence tiers.
- Monitor ongoing progress toward goals using formative and summative assessments.

Implementation of Evidence-Based Strategies

- Oversee and ensure fidelity of implementation of key strategies such as:

- PBIS
- Attendance interventions (e.g., Attendance Works)
- Family engagement activities
- Tiered academic supports (RTI/MTSS)
- Coordinate the integration of interventions into daily instructional practices.

Staff Supervision, Professional Development, and Coaching

- Guide teachers and staff in implementing SIP-aligned practices.
- Schedule and lead job-embedded professional development related to SIP priorities.
- Use observation and feedback cycles to ensure instructional improvements align with SIP goals.

Resource Allocation

- Direct and monitor the use of Title I funds to support SIP initiatives.
- Prioritize budgeting for staff, programs, and tools that contribute to SIP targets.
- Ensure **compliance** with federal funding guidelines.

Family and Community Engagement

- Build and sustain family partnerships that support SIP goals.
- Communicate the SIP vision and progress to stakeholders (parents, staff, community members).
- Involve families in decision-making through site councils, Title I meetings, or advisory groups.

Monitoring, Evaluation, and Reporting

- Track progress on SIP objectives through regular data reviews.
- Update stakeholders on progress through mid-year and end-of-year SIP reviews.
- Submit SIP updates and results to the district and state as required.

Compliance and Accountability

- Ensure all SIP elements comply with Title I, ESSA, and state-level guidelines.
- Document the use of evidence-based practices with the required ESSA evidence levels.
- Maintain proper records for audits, evaluations, and grant reporting.

Leadership Team Member #10

Employee's Name

Tia Wilkerson

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Position Title

Assistant Principal, Curriculum

Job Duties and Responsibilities

Curriculum Alignment and Instructional Oversight

- Ensure that the curriculum is aligned with state standards, district frameworks, and SIP goals.

- Work with department chairs and teachers to implement evidence-based instructional strategies outlined in the SIP.

Assessment and Data Analysis

- Lead the collection and analysis of **formative and summative assessment data** (e.g., benchmark tests, common assessments, state exams).
- Identify achievement gaps and trends to inform SIP priorities.
- Support teachers in using data to **differentiate instruction** and adjust teaching practices.
- Help design and monitor **progress-monitoring systems** for SIP goals.

Professional Development Coordination

- Plan and coordinate **targeted professional development** aligned with SIP instructional priorities (e.g., literacy, math interventions, culturally responsive teaching).
- Support **job-embedded PD**, including PLCs, coaching cycles, and walkthroughs.
- Help ensure **teacher capacity-building** aligns with identified SIP needs (e.g., improving Tier 1 instruction or small-group interventions).

Instructional Coaching and Teacher Support

- Observe classroom instruction and provide **feedback/coaching** tied to SIP instructional goals.
- Support new or struggling teachers with SIP-aligned improvement plans.
- Work collaboratively with instructional coaches to **model best practices** and improve instructional quality.

Tiered Support and MTSS/RTI Implementation

- Help implement **multi-tiered systems of support (MTSS)** or **RTI** to address academic challenges.
- Assist in scheduling and supporting **intervention programs** tied to SIP outcomes.
- Monitor **intervention fidelity** and effectiveness in closing achievement gaps.
- **6. Support for Title I Initiatives**
 - Ensure Title I-funded instructional programs are implemented as planned in the SIP.
 - Collaborate with the principal to document and evaluate **evidence-based practices** for ESSA compliance.
 - Help design and monitor **parent engagement activities** that support academic goals.
- **7. SIP Documentation and Monitoring**
 - Assist the principal in collecting **evidence of implementation** and documenting SIP progress.
 - Participate in **mid-year and end-of-year SIP reviews**, using data to adjust instructional strategies.
 - Maintain documentation of curriculum-related improvements and alignment with SIP benchmarks.

Leadership Team Member #11

Employee's Name

Kristin Meckalavage

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Position Title

AP of Discipline and Facilities

Job Duties and Responsibilities

School Climate and Student Discipline (Aligned with SIP Goals: School Culture & Safety)

- **Implement PBIS or MTSS-B:** Coordinate with staff to implement schoolwide Positive Behavioral Interventions and Supports or Multi-Tiered Systems of Support for Behavior, ensuring fidelity to improve student behavior and school climate.
- **Monitor Discipline Data:** Analyze office referral and suspension data, disaggregated by subgroup (race, ESE, ELL, etc.), to identify patterns and support equitable discipline practices in alignment with SIP goals.
- **Restorative Practices:** Lead the integration of restorative practices to reduce exclusionary discipline and build relationships among students and staff.
- **Behavioral Interventions:** Support intervention plans for students with chronic behavior issues; coordinate with counselors, MTSS teams, and families.
- **Safety Plans:** Develop, update, and implement school safety and crisis response plans. Conduct drills and ensure compliance with district and state safety mandates.

Facilities Management (Aligned with SIP Goals: Safe Learning Environment & Operational Effectiveness)

- **Maintenance Oversight:** Ensure all facilities are clean, safe, and conducive to learning by regularly inspecting buildings and addressing maintenance issues promptly.
- **Capital Improvement Coordination:** Collaborate with district operations for facilities upgrades or construction projects outlined in the SIP.
- **Learning Environment Enhancement:** Support the creation of positive learning spaces (e.g., calm-down rooms, outdoor learning areas) that meet Title I student needs.

Compliance and Equity (Aligned with SIP Goals: Equity, Engagement & Title I Requirements)

- **Title I Compliance:** Assist with ensuring that disciplinary procedures and facilities improvements support the goals outlined in the Title I compact and Parent & Family Engagement Plan (PFEP).
- **Support Equity Goals:** Monitor for equitable access to facilities, technology, and supports (e.g., classroom cooling/heating, restrooms, inclusive signage).
- **Documentation and Reporting:** Ensure proper documentation of behavior incidents and safety issues as required under federal and state laws, particularly as they relate to protected

student populations.

Staff & Community Engagement (Aligned with SIP Goals: Family and Community Involvement)

- **Professional Development:** Provide or coordinate training for teachers and staff on de-escalation strategies, trauma-informed practices, and behavior management techniques.
- **Parent Communication:** Work closely with families of students involved in disciplinary incidents to foster partnerships and share support plans.
- **Community Resource Coordination:** Partner with local agencies to provide behavior-related supports such as mental health services, mentoring programs, or after-school alternatives.

Data-Informed Leadership (Aligned with SIP Goal: Continuous Improvement)

- **Discipline Data Meetings:** Lead monthly or quarterly data reviews to inform action steps within the SIP.
- **Facilities Feedback:** Collect input from students and staff regarding the condition and safety of the physical environment and use feedback for planning improvements.
- **Contribution to SIP:** Collaborate with the principal and leadership team in drafting, revising, and implementing SIP strategies tied to discipline and facilities.

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) was a collaborative and inclusive process that involved meaningful input from a wide range of stakeholders, as required by 20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2). The School Leadership Team, comprising administrators, instructional coaches, department heads, and support staff, led the planning process by analyzing academic, behavioral, and attendance data, reviewing prior SIP outcomes, and identifying areas for improvement aligned with state and federal accountability expectations, and met over the summer for four days.

Teachers and school staff contributed through the Staff School Climate Survey, professional learning communities, and faculty meetings, where they reviewed student performance data, discussed instructional gaps, and provided input on professional development needs and instructional strategies. Their feedback directly informed classroom-level support and the selection of evidence-based interventions.

Parents and families were engaged through school-wide surveys (the Middle School Student Climate Survey and the Families School Climate Survey), as well as School Advisory Councils (SAC). Their input helped shape family engagement strategies, improve communication efforts, and expand opportunities for involvement in school decision-making. At the secondary level, students played a key role by participating in leadership council meetings (NJHS) and surveys. Their feedback guided decisions related to school climate, behavior supports, and college and career readiness initiatives. Additionally, business and community partners were consulted through outreach meetings and partnerships with local organizations. Their contributions supported the development of real-world learning experiences, enrichment programs, and wraparound services for students.

All stakeholder input was carefully reviewed and synthesized by the School Leadership Team to ensure that SIP goals and action steps were reflective of the school community's shared priorities. Stakeholder feedback played a critical role in selecting improvement strategies, developing progress monitoring plans, and ensuring a shared sense of responsibility for student achievement. This collaborative process will continue throughout the school year, with regular opportunities for stakeholders to review progress and provide ongoing 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 2025-2026 School Improvement Plan (SIP) will be monitored quarterly to ensure effective implementation and progress toward achieving our focus area goals. Classroom walkthroughs to assess implementation will take place bi-weekly, with trends reviewed during quarterly leadership team meetings.

We will revise the SIP as needed based on findings identified during these review meetings to promote continuous school improvement.

To evaluate the impact of the SIP on student achievement, student assessment data will be analyzed during Professional Learning Community (PLC) meetings. All departments will examine achievement data, especially focusing on subgroups with significant achievement gaps (English Language Learners, Students with Disabilities, Black/African American students) through weekly data team and/or PLC meetings. The leadership team will convene quarterly to review student achievement data

from state assessments. Furthermore, following the second performance measurement (PM2), leadership team members will conduct a Mid-Year Program Review to assess progress toward goals and implementation trends. The results of this review will be shared with stakeholders for their input. Faculty and staff will be given an opportunity to provide feedback during a faculty meeting and/or via a survey. Our School Advisory Council (SAC) committee will also have a chance to give feedback during monthly SAC meetings and/or through a survey.

We will revise the SIP based on the needs identified during these reviews to ensure ongoing school improvement. Student focus groups, such as the National Junior Honor Society (NJHS) and Student Government Association (SGA), will provide feedback on the implementation of student engagement, safety, and academic support initiatives. Additionally, outreach to local businesses and community organizations will allow for feedback on real-world learning, volunteer opportunities, and community-based support initiatives.

C. Demographic Data

2025-26 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
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	85.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	CSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: C 2023-24: C 2022-23: C 2021-22: C 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment								296	280	576
Absent 10% or more school days								67	60	127
One or more suspensions								43	78	121
Course failure in English Language Arts (ELA)								7	19	26
Course failure in Math								4	7	11
Level 1 on statewide ELA assessment								48	66	114
Level 1 on statewide Math assessment								70	39	109
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	0	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 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators								39	60	99

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year								6	5	11
Students retained two or more times								6	10	16

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days								76	55	131
One or more suspensions								60	57	117
Course failure in English Language Arts (ELA)								24	27	51
Course failure in Math								29	34	63
Level 1 on statewide ELA assessment								87	56	143
Level 1 on statewide Math assessment								74	57	131
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators								74	70	144

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year								34	17	51
Students retained two or more times								16	14	30

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

Data for 2024-25 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	52	60	58	53	55	53	53	51	49
Grade 3 ELA Achievement	27			21					
ELA Learning Gains	49	55	59	52	53	56			
ELA Lowest 25th Percentile	48	46	52	48	46	50			
Math Achievement*	64	63	63	63	59	60	54	55	56
Math Learning Gains	52	54	62	53	51	62			
Math Lowest 25th Percentile	55	52	57	53	55	60			
Science Achievement	47	55	54	48	48	51	47	47	49
Social Studies Achievement*	64	72	73	64	69	70	61	67	68
Graduation Rate									
Middle School Acceleration	77	70	77	74	70	74	67	69	73
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	31	47	53	62	56	49	47	47	40

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	54%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	539
Total Components for the FPPI	10
Percent Tested	97%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
54%	57%	58%	45%	39%		59%

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

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

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	35%	Yes	6	
English Language Learners	43%	No		
Asian Students	68%	No		
Black/African American Students	49%	No		
Hispanic Students	47%	No		
Multiracial Students	55%	No		
White Students	61%	No		
Economically Disadvantaged Students	53%	No		

D. Accountability Components by Subgroup

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

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	52%		49%	48%	64%	52%	55%	47%	64%	77%			31%
Students With Disabilities	22%		43%	43%	36%	50%	43%	14%	27%	39%			
English Language Learners	29%		51%	41%	43%	51%	50%	30%	40%	65%			31%
Asian Students	60%		40%		90%	80%							
Black/African American Students	41%		47%	38%	49%	54%	62%	28%	59%	62%			
Hispanic Students	43%		48%	44%	53%	51%	45%	42%	55%	63%			30%
Multiracial Students	49%		54%		57%	54%	58%	47%	61%	61%			
White Students	59%		50%	53%	71%	51%	55%	56%	66%	86%			
Economically Disadvantaged Students	47%		49%	51%	57%	51%	53%	43%	60%	69%			54%

03/2025

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	53%		52%	48%	63%	53%	53%	48%	64%	74%			62%
Students With Disabilities	31%		44%	39%	33%	43%	39%	27%	29%				
English Language Learners	39%		45%	48%	47%	38%	36%	40%	51%	62%			62%
Black/African American Students	25%		38%	45%	34%	47%	44%	23%	41%	55%			
Hispanic Students	49%		55%	56%	61%	46%	43%	47%	61%	67%			60%
Multiracial Students	44%		41%	36%	58%	57%		41%	70%	67%			
White Students	62%		56%	50%	72%	56%	63%	52%	70%	79%			
Economically Disadvantaged Students	44%		47%	49%	55%	51%	48%	41%	60%	68%			61%

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2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	53%				54%			47%	61%	67%			47%
Students With Disabilities	27%				36%			31%	25%	56%			
English Language Learners	36%				49%			15%	50%	69%			65%
Asian Students	69%				92%					90%			
Black/African American Students	31%				27%			29%	24%	52%			
Hispanic Students	44%				52%			33%	57%	67%			60%
Multiracial Students	40%				46%			68%	57%	53%			
White Students	61%				60%			52%	68%	70%			
Economically Disadvantaged Students	47%				49%			41%	48%	63%			61%

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

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

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

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	7	47%	62%	-15%	57%	-10%
ELA	8	53%	59%	-6%	55%	-2%
Math	7	49%	64%	-15%	50%	-1%
Math	8	39%	41%	-2%	57%	-18%
Science	8	45%	53%	-8%	49%	-4%
Civics		61%	73%	-12%	71%	-10%
Algebra		90%	49%	41%	54%	36%
Geometry		100%	54%	46%	54%	46%

III. Planning for Improvement

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

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

Most Improvement

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

- Middle School Acc. +5%
 - Math department utilized interactive spiral notebooks
 - Common plan time and no math during the 7th period
 - Data to analyze student placement
 - Incorporated Teacher Clarity by unpacking standards

Lowest Performance

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

Science

- Science curricula are often outdated or not aligned with current standards and real-world applications, making it more challenging for students to connect with the material.
- Lack of Student Engagement
The relevance of science to students' lives and future careers is not always clearly communicated, leading to disengagement and lower performance.
- A lack of consistent communication and collaboration within the department contributed to gaps in instructional alignment and student support.
- Some internal challenges, including varying levels of collegiality and cohesion among team members, impacted the overall learning environment.
- Additionally, differences in teacher-student relationships may have influenced student engagement and outcomes. Moving forward, intentional efforts will be made to foster a more collaborative and student-centered departmental culture.

ELA Lowest 25%

- The ELA Lowest 25% subgroup continued to perform below expectations.
- Some teachers did not fully utilize the adopted curriculum or implement it with fidelity, which limited students' opportunities to engage in rigorous, standards-based reading instruction.
- Inconsistent implementation of the core ELA curriculum across classrooms contributed to uneven instructional quality and a lack of coherence in interventions.
- High mobility, chronic absenteeism, and a substantial ESE population added to instructional challenges.
- While interventions were in place, inconsistent attendance and varying implementation fidelity across classrooms limited their overall impact.
- The school will focus on strengthening Tier 2 and Tier 3 supports, monitoring intervention fidelity, and expanding strategies to engage students who are struggling readers.

Underperforming Subgroups

- SWD is currently performing at 29% proficiency, which is below the 41% threshold required to exit CSI status.
- ELL students are performing at 11% proficiency, which is below the 41% threshold.
- SWD students also represent a disproportionate percentage of students in the school's Lowest 25% subgroup in both ELA and Math, as well as in chronic absenteeism and discipline data.

Greatest Decline

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

Math and ELA Learning Gains

Both Math and ELA Learning Gains showed the greatest declines from the prior year.

- In 8th-grade math, the school's placement model intentionally accelerated all students scoring

Level 3 or higher into Algebra 1, leaving the Math 8 cohort composed almost entirely of students with significant learning gaps. This structural change impacted the learning gains data for the remaining cohort.

- Additionally, foundational deficits, varying levels of student readiness, and gaps in differentiation contributed to lower Math gains across grades.
- In ELA, inconsistent curriculum fidelity, variability in instructional implementation across classrooms, and a lack of alignment to the core ELA standards limited opportunities for student growth.
- Chronic absenteeism and a high percentage of students with significant literacy deficits further impacted ELA Learning Gains.
- Moving forward, the school will focus on strengthening Tier 1 instruction, increasing fidelity of curriculum implementation, and enhancing targeted interventions to support student learning gains in both Math and ELA.

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.

8th Grade Math had the largest gap when compared to the state average (-16%).

A key contributing factor is the school's acceleration model: all students scoring a Level 3 or higher in prior math assessments are placed into Algebra 1, leaving the 8th Grade Math cohort comprised almost entirely of students who have historically struggled with math and are below-grade level.

As a result, the 8th-grade math data reflect a uniquely high-need group.

Additional factors include foundational skill deficits, variability in student readiness, and the need for stronger differentiated instructional strategies within the remaining cohort.

Moving forward, the school will prioritize enhanced support for 8th-grade math students and strengthen Tier 1 and Tier 2 instruction to help close learning gaps.

7th Grade ELA also showed a significant gap compared to the state average (-10%).

Several factors contributed to this gap:

- Inconsistent implementation of the core ELA curriculum, with varying levels of fidelity across classrooms, resulted in uneven instruction and limited opportunities for growth.
- A large percentage of 7th-grade students entered with significant foundational reading deficits — 115 students with substantial reading deficiencies and 71 students scoring Level 1 on the state ELA assessment.
- Chronic absenteeism (60 students below 90% attendance in 7th grade) further hindered consistent instructional access and reading development.
- Gaps in Tier 2 and Tier 3 intervention systems, as well as inconsistent progress monitoring, limited the effectiveness of targeted supports.

Addressing these gaps will require a renewed focus on improving curriculum fidelity, strengthening core reading instruction, and building a more robust and consistent intervention system.

EWS Areas of Concern

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

- Chronic absenteeism remains a significant concern, with 120 students (22% of the enrollment) having attendance below 90%. Chronic absenteeism harms academic progress, particularly among students who are already struggling with foundational skills.
- Behavior concerns are another critical issue, with 147 students experiencing one or more suspensions. This indicates a need for stronger Tier 1 behavior supports, improved classroom management strategies, and a more cohesive positive behavior framework.
- Additionally, a very high percentage of students (165 students with 2 or more early warning indicators) demonstrates the need for improved early intervention systems, targeted academic supports (especially for substantial reading deficiency, which affects 227 students), and a coordinated multi-tiered system of supports (MTSS) to address the complex needs of these students.

Highest Priorities

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

1. Science
2. ELA Lowest 25% and 7th Grade
3. Math 8th Grade
4. ESSA Subgroup SWD and ELL
5. PBIS and Attendance

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 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 was identified as the lowest-performing component in this year's data, with only 47% of students scoring Level 3 or above, compared to 49% statewide and 53% districtwide. Through staff reflection and data review, it was identified that inconsistent collaboration, misaligned pacing, and challenges in departmental relationships contributed to this decline. Addressing these issues is critical to improving outcomes in Science.

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 May 2026, Science proficiency will increase from 47% to 50%, narrowing the gap with the state (49%) and district (53%) averages.

Monitoring

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

Regular review of Science common assessments and SSA progress monitoring data.

Department PLC agendas and minutes will document alignment work and collaborative planning.

Classroom walkthroughs and observations will monitor pacing, instructional practices, and consistency across classrooms.

Student performance on interim assessments and Science SSA scores will be analyzed quarterly to track progress. Data will be reviewed with students.

Person responsible for monitoring outcome

Marina Middleton

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 school will implement Professional Learning Communities (PLCs) facilitated by the Science Coach, focusing on collaborative planning, the unpacking of standards, and the use of data to make informed instructional decisions (AVID). PLCs are an evidence-based framework for improving instructional quality and student outcomes through structured teacher collaboration. Additionally, the school will utilize teacher clarity strategies (Hattie, 2017, effect size 0.75) to enhance student understanding of learning goals and expectations. Research consistently shows that hands-on, inquiry-based science instruction improves student understanding of scientific concepts and increases engagement. According to the National Research Council (NRC, 2000), as stated in Inquiry and the National Science Education Standards, "students learn science best by doing science." Hands-on activities enable students to construct knowledge through observation, experimentation, and reflection, promoting a deeper conceptual understanding. Meta-analyses (Freeman et al., 2014) demonstrate that active learning strategies in STEM fields, including hands-on experimentation, yield significantly higher student achievement compared to traditional lecture-based instruction. AVID strategies - Interactive notebooks provide students with a structured tool to process new information, reflect on learning, and organize scientific thinking. They combine writing, drawing, note-taking, and reflection, supporting both procedural and conceptual understanding of science. Studies (Marzano, 2004) have shown that nonlinguistic representations, such as diagrams and graphic organizers — core components of interactive notebooks — increase student achievement. Research on interactive notebooks specifically (Young, 2003; Aviles, 2018) demonstrates that they improve student engagement, retention of content, and ability to apply science concepts.

Rationale:

The Science department lacked consistent collaboration and alignment last year, contributing to the lowest student performance and greatest decline across tested areas. PLCs provide a structured and evidence-based process to support improved teamwork, planning, and instructional alignment. Teacher clarity strategies were chosen to improve student understanding of learning expectations and standards, an identified weakness in walkthrough data and classroom observation. The Science department will implement the PLC model, which has been validated through multiple randomized controlled trials (e.g., Johnson et al., 2019), showing statistically significant improvement in student achievement in science. Teacher Clarity strategies will follow the explicit instruction framework, also tested through RCTs (Clark et al., 2020), and have been shown to improve understanding of content standards significantly. Implementation will be monitored for fidelity through regular coaching, PLC facilitation logs, and student progress monitoring. This evidence-based intervention meets ESSA Level 1 criteria. .

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

Science Coach (T) Actions

Person Monitoring:

Marina Middleton

By When/Frequency:

Monthly

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

Identify hands-on activities and labs aligned to Science standards for each grade level Implement skills days (T) Submit purchase requests for hands-on materials and lab equipment to support inquiry-based instruction (T) Establish a schedule, set expectations for collaboration, and lead Science PLCs (T) Implement and lead one full science planning day each semester (T) Conduct and purchase materials for professional learning, focusing on unpacking standards and teacher clarity (T) Purchase and create materials that align with teacher clarity (T) AVID Strategies: interactive notebooks, student-created one-pager (T) Conduct Science classroom walkthroughs focused on pacing, clarity, and engagement (T) Analyze Science common assessment and SSA data in PLCs to guide instruction (T) Science Coach will lead PLCs, share walkthrough feedback, and data feedback to support teacher growth (T)

Action Step #2

Science Teacher Actions

Person Monitoring:

Marina Middleton

By When/Frequency:

Monthly

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

AVID Strategies: interactive notebooks, student-created one-pager (T) Teacher Clarity practices (e.g., clear goals and success criteria)(T) Utilize walkthrough and data feedback to adjust instruction and support students (T) Implement hands-on, inquiry-based science instruction (T) Continue Classroom Screen, Gimkit, Quizizz (Wayground), and Breakout EDU school-wide (T)

Area of Focus #2

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's Lowest 25% Learning Gains declined this year, and 7th Grade ELA showed a significant -10% gap compared to the state average (47% vs. 57%). In EWS data, the school has 227 students with substantial reading deficiency and 132 students scoring Level 1 in ELA, with 115 of those in 7th grade alone. Lack of consistency in the use of Focus Board was identified through staff discussions and

classroom observation, contributing to inconsistent Tier 1 instruction. Improving instruction that aligns with the standards is essential to close these gaps.

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 May 2026, overall 7th and 8th grade ELA proficiency will increase 4% from 52% to 56%, and increase the lowest 25% from 47% to 50%.

Monitoring

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

Instructional coaches and administration will conduct regular classroom walkthroughs focused on Teacher Clarity and the consistent use of the Focus Board.

Student progress will be tracked through FAST progress monitoring and formative classroom assessments.

ELA PLCs will review the Lowest 25% subgroup progress at regular intervals, with action steps documented.

Intervention data and progress monitoring reports will be reviewed monthly in PLCs to ensure Tier 2 and Tier 3 supports are effective.

Student performance on interim assessments and ELA PM FAST scores will be analyzed quarterly to track progress. Data will be reviewed with students.

Person responsible for monitoring outcome

Marina Middleton

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 school will use the adopted ELA core curriculum with full fidelity, and ELA/IR classes will utilize the Focus Board to communicate Learning Intentions and Success Criteria, aligned to Florida B.E.S.T. standards. Instructional leaders will implement curriculum-based professional development and support teachers with coaching cycles, which are proven to increase teacher effectiveness and improve reading achievement (Kraft et al., 2018). Intervention support for the ELA Lowest 25% will include targeted small-group instruction using high-leverage reading strategies such as repeated reading, vocabulary scaffolding, text-based writing, and test-taking skills. In addition to fidelity to the adopted ELA curriculum and targeted interventions, the school will implement a schoolwide color-coded highlighting strategy (AVID) to improve reading comprehension and text-based writing. This strategy supports all students — particularly the ELA Lowest 25% — in identifying the central idea, supporting details, text evidence, and key vocabulary within texts. Research supports that explicit text-marking and annotation strategies improve reading comprehension and student engagement with complex texts (Graham & Hebert, 2010; Institute of Education Sciences, 2016). The highlighting structure will be taught in ELA and reinforced in Science, Civics, and Math, where applicable.

Rationale:

Full fidelity implementation of the adopted ELA and Intensive reading core curriculum; use of Focus Board; curriculum-based professional development and coaching; targeted small-group instruction using high-leverage reading strategies. The rationale for selecting this strategy: Data review and leadership observation confirmed inconsistent use of the Focus Board in ELA classes and uneven implementation of core reading instruction. Fidelity to the core curriculum communicated through the Focus Board ensures that all students, especially the ELA Lowest 25%, have access to standards-aligned instruction. Coaching and professional development were selected to address staff readiness and skill gaps, while targeted small-group instruction is critical for addressing foundational reading deficits identified in EWS data. PD supported by coaching cycles are Tier 1 - Strong Evidence (Kraft et al., 2018), which serves as the research base.

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

Reading Coach

Person Monitoring:

Marina Middleton

By When/Frequency:

Monthly

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

AVID - Provide professional development on a schoolwide color-coded highlighting strategy for reading comprehension (T) AVID - Implement marking the text (highlighting) structure consistently school-wide (T) The Reading coach will provide professional learning on unpacking standards utilizing teacher clarity (T) The reading coach will implement coaching cycles for ELA teachers focused on core instruction and small-group strategies (T) The reading coach will conduct ELA and Intensive Reading classroom walkthroughs focused on curriculum fidelity (T) The reading coach will monitor the progress of the lowest 25% of students and provide feedback on walkthroughs and data through weekly PLC data review meetings (T).

Action Step #2

ELA Teacher Actions

Person Monitoring:

Marina Middleton

By When/Frequency:

Monthly

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

AVID - schoolwide color-coded highlighting strategy for reading comprehension (T) AVID - Implement marking the text (highlighting) structure consistently school-wide (T) Unpacking standards utilizing Teacher Clarity (T) Focus on core instruction and small-group strategies (T) Implement curriculum with fidelity (T) Monitor the progress of the lowest 25% of students by reviewing data through weekly PLC data review meetings (T). Utilize walkthrough and data feedback to adjust instruction and support students (T)

Area of Focus #3

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.

8th Grade Math showed the most significant achievement gap compared to the state (-10%) due to the school's acceleration model, where all proficient math students are placed into Algebra 1. The remaining 8th Grade Math cohort is composed entirely of students with significant skill deficits. EWS data confirms 109 Math Level 1 students, with 101 students also having scored Level 1 on the prior year's Math FAST. Targeted supports and foundational skill instruction are needed to address this unique cohort's learning needs.

Provide focused instructional support for 8th-grade math students, who represent our lowest-performing math learners due to our acceleration model. Improve core instruction, reteach foundational skills, and implement consistent small-group interventions to help these students make learning gains.

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 May 2026, increase 8th grade math proficiency from 39% to 45%, increase all ESSA subgroups by 2%, and increase Math proficiency from 62% to 67%.

Monitoring

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

Progress of 8th Grade Math students will be monitored using FAST PM1–PM3 data, ALEKS, and classroom assessments aligned to the 8th Grade Math standards.

AVID -Goal setting, data chats, and organizational strategies with students will be done during Longhorn Launch at the start of every morning, school-wide.

Intervention groups will be documented and tracked, with monthly reviews of student progress and adjustments to groupings as needed.

PLCs will analyze student work and assessment data quarterly to guide reteaching efforts.

Classroom observations will monitor the implementation of small-group instruction and foundational skills supports.

Person responsible for monitoring outcome

Tia Wilkerson

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 school will implement small-group math intervention during core instruction, using data-driven reteaching based on FAST and classroom assessments. These practices are grounded in the RtI/ MTSS framework and supported by research on the effectiveness of explicit instruction for students with skill deficits (Gersten et al., 2009). The school will implement an Intensive Math support model for 8th Grade Math students, who are all identified as struggling learners due to the school's Algebra 1 acceleration model. Instruction will incorporate: Explicit instruction in key math concepts and foundational skills (Gersten et al., 2009; Hughes et al., 2017) is an evidence-based practice shown to be highly effective for students with math difficulties. Small-group interventions within core instruction time, based on ongoing formative and FAST data, aligned with the Multi-Tiered System of Supports (MTSS) framework. Hands-on and visual math strategies, including the use of manipulatives and interactive activities, which are supported by research to improve conceptual understanding in math (Carbonneau et al., 2013; National Mathematics Advisory Panel, 2008). Frequent progress monitoring and flexible grouping to adjust instruction in response to student needs. The school will also support instructional planning through ongoing PLCs that analyze student data and identify reteaching

priorities to improve student learning gains.

Rationale:

The 8th Grade Math cohort is composed entirely of students who scored below Level 3 in prior math assessments, as all proficient students are accelerated into Algebra 1. This creates a unique Intensive Math population requiring targeted instructional approaches. Data indicates significant foundational math skill gaps (109 current Level 1 Math students; 101 prior year Level 1 students), necessitating explicit, structured instruction and intervention. Hands-on and visual strategies were selected to enhance conceptual understanding and engagement for this high-needs group. At the same time, progress monitoring will ensure that instruction is responsive to ongoing student data. Instructional planning through PLCs, analyzing student data, and identifying reteaching priorities is a Tier 1 practice because it supports improving core instruction for all students.

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

Math Department Actions

Person Monitoring:

Tia Wilkerson

By When/Frequency:

Monthly

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

Provide professional development on explicit instruction and intervention strategies for intensive math learners (T) Develop an 8th Grade Math pacing guide that prioritizes essential standards and foundational skills, aligned to Intensive Math best practices (T) Establish a small-group intervention structure within core instruction time, based on FAST and classroom data Identify and implement hands-on and visual math strategies (manipulatives, interactive activities) to support conceptual understanding (T) Materials needed for intensive math class (T) Conduct classroom walkthroughs focused on the use of explicit instruction, small-group interventions, and student engagement (T) Review 8th Grade Math progress in PLCs using FAST data, formative assessments, and student work (T) Provide targeted progress monitoring and adjust intervention groups based on ongoing student data (T)

Area of Focus #4

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD), English Language Learners (ELL)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as

a crucial need from the prior year data reviewed.

The SWD subgroup is currently performing at 29% proficiency, which is below the 41% threshold required to exit CSI status.

ELL students are performing at 11% proficiency, which is below the 41% threshold.

SWD students also represent a disproportionate percentage of students in the school's Lowest 25% subgroup in both ELA and Math, as well as in chronic absenteeism and discipline data.

All SWD who previously scored a level 1 or 2 on FAST Reading will participate in targeted small-group interventions or explicit instruction based on Reading.

Increase the percentage of SWD students receiving targeted small-group interventions or explicit instruction in Math from 29% to 70%. (29% is 22 students)

Decrease the SWD chronic absenteeism (15 or more days) from 30% to 20% and track it regularly. (30% is 39 students)

The percentage of students with disabilities who receive three or more referrals/suspensions is disproportionate to their percentage of the school population. Our goal is to decrease the total number of behavior referrals/suspensions for SWD by 10%.

In addition to required IEP meetings, we will implement positive family contacts (postcards, calls, meetings) to SWD families to increase from 0% to 50% of the families.

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 SWD proficiency in ELA and Math from 29% to 42% by the end of the 2025-26 school year.

Monitoring

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

Quarterly progress monitoring of SWD performance in ELA and Math using FAST and formative

assessments

Classroom walkthroughs to monitor fidelity of co-teaching, accommodations, and specially designed instruction (SDI)

Regular data reviews of SWD attendance and behavior trends in leadership and team meetings

Quarterly IEP goal reviews to ensure alignment and progress

Tracking of SWD participation in PBIS incentives and positive family contact logs

Person responsible for monitoring outcome

Guidance

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 school will implement a multi-tiered intervention system to improve outcomes for SWD, including: Placement of appropriate SWD in Intensive Reading and/or Intensive Math, aligned to FAST and classroom performance needs. Explicit instruction in Intensive Reading and Math courses (Gersten et al., 2009; Hughes et al., 2017), with a focus on vocabulary, comprehension, math concepts, and problem-solving. Use of Specially Designed Instruction (SDI) aligned to IEP goals and academic needs. Visual scaffolds and manipulatives to support conceptual understanding. Small-group instruction and reteaching during core classes and interventions. Full participation of SWD students in PBIS Tier 1 incentives and positive reinforcement systems. Increased family-school partnerships through postcards, family events, and direct communication. Once per quarter, the case manager and general education teachers will collaborate to discuss behaviors and academics.

Rationale:

Research supports that explicit instruction is highly effective for students with learning difficulties (Gersten et al., 2009; Hughes et al., 2017). Specially Designed Instruction (SDI) ensures that instruction meets IEP goals and closes academic gaps. Intensive Reading and Intensive Math courses provide structured time for reteaching, skill building, and application of explicit strategies needed to accelerate learning. Positive behavior supports (PBIS) are proven to improve engagement and reduce discipline issues (Sugai & Simonsen, 2012). The school will implement Check-In/Check-Out (CICO) with fidelity as a Tier 1 evidence-based behavioral intervention. Multiple RCTs and WWC findings support its effectiveness in reducing discipline incidents and improving engagement (WWC, 2021). Family engagement increases academic achievement and behavioral outcomes for students with disabilities (Henderson & Mapp, 2002). Together, these interventions will address the barriers impacting SWD performance and support growth toward exiting the CSI status. To address reading deficits among 7th and 8th-grade students, the school will implement READ 180 Universal, an ESSA Tier 1 evidence-based program proven through randomized controlled trials to improve reading comprehension and fluency in struggling readers (WWC, 2020). The intervention will be delivered

with fidelity by trained staff, with ongoing monitoring of student outcomes

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

Guidance Department, Case Manager, and the ESE support Specialist/Guidance Action Plan

Person Monitoring:

MArina Middleton

By When/Frequency:

Monthly

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

Provide PL on explicit instruction and SDI in Intensive Reading and Math. (T) Conduct monthly data reviews of SWD performance in Intensive Reading, Intensive Math, and core classes. Explicit data-driven instruction based on student achievement levels indicates the need for Tier 2 in Intensive Reading and Intensive Math courses. (T) Monitor SWD participation in PBIS incentives and positive behavior supports. Behavior flowchart that includes a step to contact the case manager and the ESE support specialist/guidance Training on classroom management strategies for SWD (T) Increase positive family communication through postcards and outreach to SWD families (T) Increase communication between case managers and general education teachers to monitor students who are struggling in class Host targeted family engagement events specifically for SWD families. (T) Conduct classroom walkthroughs to monitor fidelity of SDI, explicit instruction, behavioral interventions, and engagement. (T)

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.

One hundred twenty students (23%) are currently identified as chronically absent (attendance below 90%).

In the 24/25 school year, 147 students had one or more suspensions, and 165 students were identified with two or more Early Warning Indicators.

Chronic absenteeism and behavior issues disproportionately impact academic outcomes for the school's most at-risk students, including SWD and the Lowest 25% subgroups.

This year, we received 232 referrals for willful disobedience and 158 for classroom disruption (minor and major). Next year, our goal is to decrease the total number of these referrals by 10%.

Increased positive behavior reinforcement, attendance incentives, and family engagement are essential to improving overall student outcomes and school climate.

A coordinated PBIS and attendance framework will strengthen Tier 1 supports and build a more positive, engaging learning environment for all students.

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.

Improve average daily attendance by 5% compared to the previous school year.

Decrease the chronic absenteeism rate by 3% compared to the previous school year.

Decrease the total number of behavior referrals, specifically classroom disruption (major and minor) and willful disobedience, by 10%.

Decrease total number of students suspended (in school 36% and out of school 64%) from 46% to 30% (46% is 251 students)

Increase student participation in PBIS incentives (attendance drawings, behavior drawings, shout-outs on TVs around the school) by 10%.

Host at least 4 family engagement nights aligned to PBIS and attendance goals.

Increase the number of positive postcards sent home by 25% compared to the previous year.

Monitoring

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

- Weekly and monthly monitoring of attendance data by leadership and the Attendance Team.

- Monthly review of behavior data (referrals, suspensions) by the PBIS Team and administration.
- Tracking of PBIS incentive participation (drawings, shout-outs, celebrations).
- Tracking and review of positive postcards sent home (PBIS Team, Attendance Team).
- Documentation of family engagement nights and attendance data from events.
- Feedback from students and families gathered after engagement nights and PBIS events.

Person responsible for monitoring outcome

Marina Middleton, Kristin Meckalavage, Holly Ford

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:

Positive Behavioral Interventions and Supports (PBIS) as the schoolwide Tier 1 behavior framework (Sugai & Simonsen, 2012). Attendance multi-tiered attendance strategies, including schoolwide incentives, targeted interventions, and family outreach. The Family Engagement Framework (Henderson & Mapp, 2002) is designed to foster positive relationships and strengthen home-school partnerships. Key elements include: Weekly On Time All the Time attendance drawings Weekly behavior incentive drawings Shout-out walls to recognize positive behavior and academic effort Positive postcards home for attendance, behavior, and academic growth Quarterly family engagement events connected to attendance, PBIS, and academic celebrations Student voice in PBIS events and recognition systems. PBIS stands for Positive Behavior Interventions and Supports. The Center on PBIS describes it as "an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health." It's not considered a curriculum, but a fundamental system that supports students, school staff, and families as they work to make positive behavior changes. This program provides a common language throughout different grade levels for students, teachers, and staff members. The purpose is to promote and maintain positive relationships among students and staff members while reducing the number of disciplinary actions through preventative measures.

Rationale:

PBIS is a nationally recognized, evidence-based framework proven to reduce behavior incidents and improve school climate (Sugai & Simonsen, 2012). Attendance Works strategies are grounded in research showing that tiered attendance interventions improve attendance outcomes, particularly for at-risk students. Family engagement is one of the strongest predictors of student success (Henderson & Mapp, 2002), and intentional outreach through postcards, family nights, and positive communication is an evidence-based method to strengthen home-school connections. Integrating these elements provides a coherent, sustainable system to address behavior, attendance, and engagement across the school. PBIS (Positive Behavioral Interventions and Supports): Level of

Evidence: Level 1 (Strong Evidence) Why: PBIS has been evaluated in multiple randomized control trials and quasi-experimental studies, demonstrating positive outcomes on student behavior and school climate. Used For: Improving student behavior, social-emotional outcomes, and reducing disciplinary actions.

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

PBIS and Attendance

Person Monitoring:

Marina Middleton, Kristin Meckalavage, Holly Ford Monthly

By When/Frequency:**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Provide PBIS professional learning and refresher for staff. (T) Behavior flowchart with teacher interventions to implement before writing a referral Students who reach 3 referrals will be referred to MTSS for behavior data review. Establish and communicate schoolwide behavior expectations and PBIS routines. (T) Implement “On Time All the Time” attendance drawings. (T) Implement behavior incentive drawings. (T) Maintain shout-out walls in visible areas of the school. (T) Implement positive postcard home initiative for attendance, behavior, and academic growth. (T) Host at least 4 family engagement events aligned to attendance, PBIS, and academic goals. (T) Track participation and data for PBIS incentives and postcards home. Monitor attendance and behavior data, share trends with leadership and staff. Involve student voice in PBIS celebrations and family engagement event planning.

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.

To ensure full transparency and stakeholder engagement, the School Improvement Plan (SIP), UniSIG budget, and SWP will be disseminated through multiple communication channels, including:

- **School Website:** The SIP and PFEP will be uploaded to the school's official website.
- **Parent Communication Platforms:** Email, newsletters, and Focus will be used to notify families about the availability of these plans.
- **Staff:** The staff will receive an overview of the SIP during preplanning. Once the SIP is approved, staff will receive the SIP via email.
- **Family Engagement Nights:** Copies of the SIP and budget summary will be available in multiple languages and discussed at the Title I Annual Meeting and other parent engagement events.
- **School Advisory Council (SAC):** There will be a SIP presentation during a SAC meeting, and the link to view the SIP will be sent out via Focus message to all parents. Updates and progress related to the SIP will be presented and discussed regularly.
- **Front Office and Media Center:** Printed copies will be available upon request and posted in a common area.
- **Translation Services:** To the extent practicable, documents will be provided in languages that parents can understand.

SIP Webpage: <https://www.brevardschools.org/o/joms/page/title-1-information>

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)).

Johnson Middle School is making every effort to maintain open communication between the school and parents/guardians. Families will receive notices after each progress monitoring test is administered, and results will be available in Focus for parents/guardians to view. They are welcome to ask for assistance in interpreting the results and will be provided with resources to support their child's learning at home (T). Notices of interim reports and report card grades will also be sent via Focus. During each grading period, teachers will contact parents/guardians about their child's progress.

Johnson Middle School will host several events throughout the school year to strengthen relationships with families and the community. At the start of the year, we will hold an event to help parents and families learn how to use the Focus web portal (T). This will help families stay connected and monitor their child's progress. We will also host a parent night focused on literacy, math, and science (T). Additionally, nights specifically for our incoming 7th graders 7th graders transitioning to 8th grade and for our 8th graders preparing for high school will be held (T). We will also have a curriculum night for incoming 7th and 8th-grade parents and families to learn about the school, as well as the courses and electives offered (T). During all these events, parents and families will have the chance to interact with faculty and staff. Staff members providing training at these events will be eligible for extra duty pay, as these are outside of regular work hours (T).

Students were provided with student planners to use in class (T). These planners help students stay aware of classroom lessons and facilitate communication with parents about assignments and coursework. During parent-teacher conferences, IEP meetings, and situations where English is not the primary language spoken, we will provide translation devices to improve communication between the school and families (T).

Apart from academic events, Johnson Middle School will host a Trunk or Treat event. There are also sporting events scheduled throughout all four quarters of the school year that parents are encouraged to attend. Our goal is for all families to feel a genuine connection to our school.

The school will build strong partnerships with families and community members by:

- Hosting quarterly Family Engagement Nights that are themed around academic and behavioral goals (e.g., PBIS, ELA/Math nights) (T).
- Implementing a Positive Postcard Initiative to communicate achievements in attendance,

academics, and behavior (T).

- Offering parent workshops and resources to support home learning strategies (T).
- Using consistent two-way communication through calls, emails, and digital platforms.
- Inviting community organizations and local businesses to participate in events and provide mentorship or incentives (T).
- Increasing visibility of parent involvement through shout-out boards and recognitions (T).

PFEP Webpage: <https://www.brevardschools.org/o/joms/page/title-1-information>

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)).

The school will enhance academic programming through the following key initiatives:

- **Science Focus:** Professional Learning Communities (PLCs), AVID strategies, hands-on instruction, and interactive notebooks to increase science proficiency. (T)
- **ELA Focus:** Fidelity to the ELA core curriculum, consistent use of Focus Boards, color-coded text marking, and targeted interventions for the Lowest 25%. (T)
- **Math Focus:** Explicit instruction and small-group math interventions for 8th-grade intensive math students, along with manipulatives and foundational skill reteaching. (T)
- **SWD/ELL Support:** Use of Specially Designed Instruction (SDI), intensive reading/math, and co-teaching models to close achievement gaps. (T)

These efforts are grounded in evidence-based practices and aligned with areas of focus in the SIP.

Johnson Middle School aims to continually boost academic achievement. This year, we have five main focus areas: Science, English Language Arts, Math, ESSA subgroups (SWD, ELL). As a Title I middle school with underperforming subgroups of students with disabilities, addressing gaps in ELA, Science, and Reading requires targeted, evidence-based strategies. Students with disabilities often face unique challenges, including processing delays, vocabulary deficits, and comprehension difficulties, which can affect their performance across subjects. By implementing explicit vocabulary instruction, differentiated learning strategies, and hands-on engagement, we can enhance academic outcomes for these students. Additionally, creating an inclusive environment with suitable accommodations and support will ensure that students with disabilities can access the curriculum and develop the foundational skills needed for success.

School-wide morning tutoring will be offered Monday through Friday throughout the year for math, ELA, science, civics, and history. (T) Staff members providing tutoring will be eligible for extra duty pay, as these are outside of regular work hours (T).

All students are provided with an AVID binder that includes paper and dividers, a pencil pouch with a starter set of pens and pencils, and a student planner (T). Supplying all students with materials helps ensure they are prepared for class and able to participate. We also plan to purchase VR headsets and the corresponding EDUverse subscription to support student engagement by offering more hands-on experiences (T).

Schoolwide policies and procedures have been refined and introduced to students during the first few days of school. By updating these policies, we are increasing instructional time and reducing missed lessons.

PBIS provides additional rewards and experiences for students who consistently follow procedures and maintain their grades (T).

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)).

This SIP was developed through a collaborative planning process involving administrators, instructional coaches, teachers, parents, and community partners. It integrates services and supports from:

- **Title I**
- **PBIS Framework (Tiered Support)**
- **AVID Instructional Strategies**
- **MTSS/RtI Services**
- **Special Education (IDEA) Programs**
- **ELL and ESE Targeted Interventions**
- **Attendance and Family Engagement Programs (PBIS and Attendance Works)**
- **Community Partnerships and Volunteer Involvement**

The plan aligns with Comprehensive Support and Improvement (CSI) goals for SWD and ELL subgroups and supports integration with academic, behavioral, and socio-emotional programs to ensure a well-rounded approach to student success.

Our School Improvement Plan is a comprehensive plan that utilizes federal, state, and local services, resources, and programs collaboratively to ensure all students can meet challenging state standards.

Student Services and Florida Diagnostic and Learning Resources System (FDLRS) provide instructional support services to students, families, and teachers of students with exceptionalities. FDLRS self-paced courses will be used to provide training to teachers in need of the additional 40 hours of professional learning to maintain their ESE certification. The updated training supports instruction for students with disabilities. Title IX/McKinney Vento provides support and services like school supplies, tutoring, counseling, and transportation for our families in transition. Title III provides instructional support for our ELL students and translation opportunities for families. Liaisons will be utilized to help provide translation assistance during key family events, such as school registration day. Additionally, we have been awarded an allocation for an ESOL teacher to support our growing ELL population.

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)).

Johnson Middle School is proud to have a fully staffed Guidance Department. School counselors offer counseling services to students identified as needing support. All students can request an appointment with their counselor through Launchpad. We also have a social worker available three days a week.

Teachers and staff have completed the Youth Mental Health training, which focuses on recognizing student mental health needs. During the training, teachers and staff were instructed on the steps to take to assist students. In an emergency mental health situation, students can ask a teacher to contact their school counselor or a school administrator. Teachers may also contact a student's counselor or an administrator if the situation calls for it, without a student needing to ask.

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)).

Johnson Middle School offers several CTE electives for our students. These electives provide information about pathways in both secondary and postsecondary education. Additionally, students have the opportunity to earn high school credits through these courses. We also offer high school courses such as Algebra 1 Honors, Geometry, and Spanish, which enable students to earn credits early and free up their high school schedules for postsecondary opportunities.

In October, we will host an informational night for families. This night will include details about high school courses and available pathways (T).

In the spring, we will hold a curriculum night for our incoming 7th and 8th-grade students and their families (T). During this event, we will showcase all academic programs and electives, including CTE courses. Students and families will have the chance to meet teachers and explore all the

opportunities our school offers.

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)).

Students identified as needing extra supports are referred to the MTSS problem-solving team (T). Interventions and supports are implemented based on the student's needs. Students with learning disabilities who have an IEP in place are provided with accommodations and services under their IEP. Teachers document the accommodations and services provided. Input is given to the IEP case manager before the IEP meeting.

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)).

Building collective efficacy promotes teacher retention. Professional learning for the staff at Johnson Middle School will focus on the needs of adult learners. Continuous improvement and reflective practices depend on consistency and established systems. Each team will set goals for their professional practices aligned with AVID instructional strategies. Providing teacher planning days and professional development will include analyzing data, identifying Black/African American students and students with disabilities, and preparing for strong instruction and targeted interventions or small group supports.

At Johnson Middle School, new teachers participate in the LEAP program, where they are paired with a mentor. They practice and plan collaboratively to implement teaching skills and procedures. Instructional coaches will prioritize Tier 1 instructional support for teachers new to teaching overall or to their specific grade level or subject area.

On select Friday Early Release days, teachers will receive additional training on strategies to support vocabulary, reading, and writing across multiple subject areas. AVID-based strategies will be incorporated into these trainings.

Teachers will engage in Professional Learning using the Teacher Clarity. This training will reinforce the importance of learning intentions and success criteria embedded in lessons. Teacher Clarity helps teachers ensure students understand what they are learning, why they are learning it, and how they will demonstrate their understanding. When students have this clarity, they are empowered to take

ownership of their learning.

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

The school collaborates regularly with the district's Title I and School Improvement teams to review the use and impact of allocated resources. This review process includes:

- **Quarterly Resource Allocation Meetings** with district support personnel to assess progress toward CSI targets, specifically for SWD and ELL subgroups.
- **Leadership Data Reviews** are held monthly to monitor student performance, behavior, attendance, and subgroup trends using FAST data, as well as discipline and attendance records.
- **Ongoing SIP Progress Monitoring** through PLCs and administrative walkthroughs to ensure alignment between resource use and the identified needs.
- **Annual Needs Assessment** conducted in partnership with the district, incorporating staff and stakeholder feedback to prioritize and adjust funding.
- **Title I Compliance Review** to ensure that funds designated for evidence-based interventions are being implemented with fidelity.

Expenditures for school improvement will be used to support student learning. The funding will include both personnel and resources. The plan has three components: supporting families, providing resources to enhance classroom instruction, and assigning personnel to offer additional assistance. Data shows explicitly that students with disabilities, students identified as ELL, and students who are BL / AA are not performing as well as their peers. The goal is to provide intentional support for these students and their families.

To review the use of resources at Johnson Middle to meet the needs of underperforming ESSA subgroups, particularly Students with Disabilities (SWD) and African American students, the following steps were / will be undertaken:

Data Collection: Throughout the school year, data is collected from various sources. Standardized assessments, including progress monitoring data from August and December, classroom observations, D and F lists, and WIDA results. The guidance department, PBIS team, and administration will review discipline data on a monthly basis. Instructional coaches will meet regularly with academic departments to discuss common assessment data.

Needs Assessment: Over the summer, the team conducted a comprehensive needs assessment. School demographics were reviewed and discussed. An increase in Hispanic students includes an increase in ELL students. Our Spanish and Portuguese-speaking populations have both increased. The ESE population has declined by more than 2% over the last three years; however, our current 7th-grade population contains more than 50% of our ESE students. We expect growth in our ESE numbers this year. The team reviewed FAST and EOC scores in all areas and compared the data to the district and the state. It was determined that resources should focus on our subgroups by supporting the improvement of assessment scores in ELA, science, and math.

Resource Evaluation: The team will conduct quarterly, mid-year, and end-of-year SIP evaluations. The effectiveness of the resource allocations will be analyzed, discussed, and shared with stakeholders. We will focus on determining if the resources are meeting the needs of our SWD and ELL subgroups.

Stakeholder Collaboration: Throughout the school year, stakeholders will have opportunities to contribute to discussions regarding the use of resources, student achievement, and school culture. The school will host monthly School Advisory Council (SAC) meetings, where families and community members can participate in and contribute to decision-making within the school. School leaders will engage in monthly School-Based Leadership Team (SBLT) meetings. Here, current school initiatives and issues are discussed and solutions formulated.

Action Plan Development: School administration and key school leaders (instructional coaches, department chairs, etc.) will use the data gathered to adjust resource allocations to ensure we are meeting the needs of our SWD and BL/AA subgroups, in compliance with IDEA and ESSA requirements.

Ongoing Monitoring: Instructional coaches will follow up with academic departments to evaluate the effectiveness of adjustments to resources. The PBIS team, administration, MTSS =, and guidance department will monitor the effectiveness of resources to improve school culture.

This process ensures a systematic approach to identifying and addressing the needs of underperforming students, particularly those in ESSA subgroups, through effective resource utilization and continuous improvement.

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).

Expenditures for school improvement will be used to support student learning. The funding will include both personnel and resources (T). The plan has three components: supporting families, providing resources for classroom instruction, and hiring personnel to offer additional support (T). Data shows specifically that students with disabilities and students identified as ELL are not performing as well as their peers. The goal is to deliver targeted support to these students and their families (T). Technology and subscriptions are being acquired as soon as funds are available (September - October) (T). The tutoring program and extra duty pay for teachers (for parent training sessions) will continue throughout the school year (T).

To address the identified needs of the **SWD and ELL subgroups**, the following specific resources are being implemented in 2025–26, based on performance data and CSI identification status:

Personnel and Coaching Support:

- Reading Coach and Science Coach (T): Provide job-embedded professional development and coaching cycles focused on SDI, teacher clarity, small-group instruction, and explicit teaching strategies.
- Science Coach (T): Supports inquiry-based learning and collaborative planning.

Targeted Interventions:

- Placement of SWD in Intensive Reading and Intensive Math: Target students scoring Level 1 or 2 on FAST. Structured for explicit instruction and SDI to address significant skill gaps.
- Small-Group Interventions During Core Instruction (T): Implemented in ELA, Math, and Science classes using data from classroom assessments and FAST.

Professional Development (T):

- Training on:
 - Specially Designed Instruction (SDI) (T)
 - Teacher clarity and unpacking standards (T)
 - Classroom management for SWD/ELL (T)
 - AVID instructional strategies (e.g., highlighting, interactive notebooks) (T)

Instructional Materials and Strategies (T):

- AVID Resources: Interactive notebooks, color-coded highlighting strategies, and one-pagers. (T)
- Hands-On Science & Math Materials: Labs, manipulatives, and visuals to support conceptual understanding. (T)

Behavioral and Family Engagement Supports (T):

- PBIS Framework: Includes attendance/behavior incentives, shout-out walls, positive postcards,

and family engagement events. (T)

- Family Engagement Events (T): Increase parent participation and communication with teachers.

Rationale and Timeline:

- Resource decisions are based on performance gaps outlined in EWS, FAST, and subgroup trend data (SWD at 29%, ELL at 11% proficiency).
- Implementation began in the Fall of 2025 with professional learning and the placement of students in intervention programs.
- Progress is monitored monthly and formally reviewed each quarter with district oversight.
- Full implementation, review, and adjustment will continue through Spring 2026, with milestones tied to CSI exit criteria (41% proficiency target).

VII. Budget to Support Areas of Focus

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

No

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