

Brevard Public Schools

STONE MAGNET MIDDLE SCHOOL



2025-26 Schoolwide Improvement Plan

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School Board Approval

This plan was approved by the Brevard County School Board on Sept. 9, 2025.

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission at Stone Magnet Middle School is to lift the whole child by providing equity and access for all students to become productive members of their community and positive contributors to a global society.

Provide the school's vision statement

Stone Magnet Middle School's vision is to provide every student with rigorous instruction, equity in opportunity, and a high-quality education. Our focus is to prepare students for success by creating career and postsecondary pathways to the workforce through facilitating innovation and leadership through AVID and STEAM best practices.

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

Lauren Feronti Williams

Feronti.lauren@brevardschools.org

Position Title

Principal

Job Duties and Responsibilities

Serves as an instructional leader, collaborates with all stakeholders, supports the students, teachers and the administrative team, analyzes data on an ongoing basis and strives for student learning.

Facilitates the development and adoption of the Mission and Vision of Stone Magnet Middle School

- Leads and monitors the operation of Stone Magnet Middle School
- Responsible for the school budget: development and implementation of all school-based accounts and responds to financial audits
- Monitors the FTE process
- Serves as the public liaison for Stone Magnet Middle School
- Collaborates with various stakeholders by receiving input and ensuring stakeholders are informed on operations and progress of the school at large (School Advisory Committee, Partners in Education, Parent Teacher Organization)
- Responsible for the faculty and staff: Employment (hiring and supervision), evaluations (IPPAS), PAR, certification, and professional development of all - Ensures all faculty and staff members adhere to compliance requirements (federal, state, and district)
- Serves as the instructional leader
- Models instructional delivery methods at faculty meetings and through professional development opportunities
- Evaluates instructional practices through the use of the district adopted evaluation tool (IPPAS)
- Facilitates instructional coaching cycle guiding teachers in best practices that support professional growth and student achievement
- Monitors school-wide culture and implements strategies to build the capacity of our faculty, staff, and student body
- Monitors Professional Learning Communities (PLC's) and ensures alignment with the mission and vision of Stone Middle School
- Manages the operations of the athletic program, music program, and all extracurricular activities
- Monitors and serves as the school decision maker for disciplinary infractions and corrective strategies ensuring proper implementation of the district discipline plan and student code of conduct
- Serves as the decision maker for administrative hearings facilitated by the administrative team
- Identifies and mentors future educational leaders and facilitates professional growth opportunities
- Serves as an administrative mentor: guiding Assistant Principals in the Level II Program
- Facilitates/monitors registration, 7th Grade Orientation Open House, and parent conferences
- Monitors collaboration with feeder schools and corresponding activities

Leadership Team Member #2

Employee's Name

Shannon Sejeck

sejeck.shannon@brevardschools.org

Position Title

Assistant Principal

Job Duties and Responsibilities

- Serves under the direct supervision of the Principal and serves as such in the absence of the Principal
- Serves as the Assistant Principal of Curriculum
- Supports the development and adoption of the Mission and Vision of Stone Magnet Middle School
- Supports the operation of Stone Magnet Middle School
- Supports the Principal in collaboration with various stakeholders by receiving input and ensuring stakeholders are informed on operations and progress of the school at large (School Advisory Committee, Partners in Education, Parent Teacher Organization)
- Supports the principal with faculty and staff: Employment (hiring and supervision), evaluations (IPPAS), PAR, certification, and professional development of all
- Ensures all faculty and staff members adhere to compliance requirements (federal, state, and district)
- Serves as the instructional leader
- Responsible for the creation and monitoring of the Master Schedule
- Models instructional delivery methods at faculty meetings and through professional development opportunities
- Evaluates instructional practices through the use of the district adopted evaluation tool (IPPAS)
- Facilitates instructional coaching cycle guiding teachers in best practices that support professional growth and student achievement
- Monitors school-wide culture and implements strategies to build the capacity of our faculty, staff, and student body
- Monitors Professional Learning Communities (PLC's) to ensure consistency and focus on instructional improvement
- Supports the operations of the athletic program, music

program, and all extracurricular activities

- Supports the Principal over discipline with disciplinary infractions and corrective strategies ensuring proper implementation of the district discipline plan and student code of conduct
- Identifies and mentors future educational leaders and facilitates professional growth opportunities
- Serves as instructional leader, guiding teachers to further improve instructional practice through observations and feedback using IPPAS, state standards, and assessment data
- Responsible for the oversight of teacher certifications and renewals, as well as, the induction program.
- Responsible for the mentoring program supporting new teachers

Supervises the Lead Mentor and ensures mentors and mentees are successful in the program as outlined by BPS

- Monitor use of curriculum guides and the use of proper texts to ensure pacing is following FLDOE state standards

Supervises the implementation of all testing (FAST, WIDA, MAP, common assessments, Read 180, and System 44)

- Leads the School data leadership team monitoring data and student achievement
- Builds teacher capacity through teacher leadership opportunities
- Facilitates the development of the school improvement plan (SIP) and monitors implementation
- Responsible for the Guidance Department (Guidance Counselor, GSP, Teacher on Assignment, and the Social Worker)
- Monitors attendance and students in transition
- Ensures compliance and implementation of IEP's, 504, and the ESOL program
- Supports school supervision
- Facilitates the registration process of incoming 7th graders and 8th graders

- Facilitates the collaboration with elementary and high school feeder chains to support the transition of our students to and from Stone Magnet Middle School
- Facilitates/monitors registration, 7th Grade Orientation, Open House, and parent conferences
- Monitors grading and completes grade verifications
- Facilitates the coordination, implementation, and completion of the summer school

Leadership Team Member #3

Employee's Name

Loren Merrill

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Position Title

Guidance Service Professional

Job Duties and Responsibilities

- Serves as a member of the school leadership team
- Serves as a member of the positive behavior intervention supports (PBIS) team member
 - Coordinates and manages state and county standardized testing (FAST, MAP, WIDA, Read 180, System 44, EOC's)
 - Aggregate and analyze data in conjunction with the administrative team to determine areas of weakness and strength. Specific examples involve tracking progress of subsets of students
 - Provides professional development for instructional staff
 - Implements required training for testing administrators for FSAT, MAP, Reading 180, System 44
 - Supports the Assistant Principal with school-wide disciplinary concerns
 - Implements Restorative practices/conferences
 - Mentors teachers through the induction program
 - Supports the ESE department and provides mentoring to

new ESE and ILA teachers

- Intensive reading coordinator
- LEA
- Partners in Education Coordinator
- Title 9 coordinator

Serves as a member of the school leadership team

- Serves as a member of the positive behavior intervention supports team member

- Point of Contact for 504's
- Serves as the Lead Mentor for the induction program supporting new teachers

- ESOL Coordinator

- Gifted Coordinator

- Facilitates WIDA assessments

- Ensures proper placement and scheduling of ELL students

- Manage ESOL files, 504 files, and ensure proper placement of secure documents into cumulative folders

- Submit for board approval for out of field for ESOL instructional staff

- Provide professional development to the faculty for gifted strategies, ESOL strategies, 504 accommodations and compliance items

- Inform staff of professional development for ESOL, mentoring program, 504's, and gifted

- Responsible for communication to stakeholders (including parents) for progress of ELL students (ESOL)

- Responsible for proper identification of ELL students

- Support the AVID coordinator with professional development and staff coaching for AVID strategies

- Support the Testing coordinator as needed for testing

- Support the administrative staff with discipline and instructional practices as needed

Leadership Team Member #4

Employee's Name

Kelly Borck

borck.Kelly@brevardschools.org

Position Title

Assistant Principal/Dean

Job Duties and Responsibilities

- Serves as the Assistant Principal of Discipline (Dean)
- Supports the development and adoption of the Mission and Vision of Stone Magnet Middle School
 - Supports the operation of Stone Magnet Middle School
 - Ensures all faculty and staff members adhere to compliance requirements (federal, state, and district)
 - Serves as the instructional leader
 - Models instructional delivery methods at faculty meetings and through professional development opportunities
 - Evaluates instructional practices through the use of the district adopted evaluation tool (IPPAS)
 - Facilitates instructional coaching cycle guiding teachers in best practices that support professional growth and student achievement
 - Monitors school-wide culture and implements strategies to build the capacity of our faculty, staff, and student body
 - Supports Professional Learning Communities (PLC's) to ensure consistency and focus on instructional improvement
 - Supports the operations of the athletic program, music program, and all extracurricular activities
 - Identifies and mentors future educational leaders and facilitates professional growth opportunities
 - Serves as instructional leader, guiding teachers to further improve instructional practice through observations and feedback using IPPAS, state standards, and assessment data
 - Monitor use of curriculum guides and the use of proper texts to ensure pacing is following FLDOE state standards
 - Supports the implementation of all testing (FAST, WIDA, MAP, common assessments, Read 180, and System 44)
 - Serves on the school data leadership team monitoring data and student achievement
 - Builds teacher capacity through teacher leadership

opportunities

- Supports the development of the school improvement plan (SIP) and monitors implementation
- Supports Guidance department (Guidance Counselor, GSP, Teacher on Assignment, and the Social Worker)
- Monitors compliance and implementation of IEP's, 504, and the ESOL program
- Facilitates school supervision including duty schedules for supervision
- Facilitates the registration process of incoming 7th graders and 8th graders
- Facilitates/monitors registration, 7th Grade Orientation, Open House, and parent conferences
- Manage and positively influence student behavior by monitoring and analyzing discipline data to drive schoolwide practices for student engagement, behavior, and positive school culture
- Facilitator and administrative representative for the Positive Behavior intervention Support (PBIS) team
- Collaborate with administrative team and stakeholders for the school decision making process
- Member of the MTSS team supporting instructional practices, ESE, and student behavior
- Manages school facility operations of Madison Middle School
- Facilitates the organization of school pictures and student ID's (Janitorial supervision, work orders, and school Maintenance)
- Development, implementation, and monitoring of the school emergency operation plan and FSSAT
- Facilitates fire and safety drills and ensures the school emergency go-kits are complete and ready
- Conducts monthly Threat Assessment Team meetings
- Title IX Investigator
- Facilitates and monitors bullying mandates, investigations, and safety plans
- Manages the school Positive Behavior Implementation Plan (PBIS)

- Leads the Positive Behavior implementation team and analyzes and monitors data
- Monitor classroom management strategies and provide coaching as needed
- Ensure disciplinary records are accurate.
- Analyze discipline data and provide professional development and/or coaching in areas of need

Leadership Team Member #5

Employee's Name

Chevaun Harris

harris.cheavaun@brevardschools.org

Position Title

Teacher on Assignment

Job Duties and Responsibilities

Serves as a member of the school leadership team

- Serves as a member of the positive behavior intervention support (PBIS) team member
- Supports the Assistant Principal in student discipline and behavior
- Helps facilitate In School suspension, administrative detentions, extended detentions, and lunch detentions
- Parent conferences and referral processing
- Supports with crisis intervention and post intervention
- New student orientation assistance
- AVID site team member
- Hall Pass Coordinator
- School advisory Council Facilitator
- PTO Facilitator
- Field Trip Coordinator
- Assist in Drill and Safety procedures following the school emergency operation plan
- Member of the Threat Assessment Team
- Mentoring teachers 0-2 years in behavior management and best teaching practices through the coaching cycle
- Perform other duties as assigned

Leadership Team Member #6

Employee's Name

Melissa Grabowski

grabowski.melissa@brevardschools.org

Position Title

AVID Coordinator

Job Duties and Responsibilities

- AVID Coordinator
- Manages the AVID site team for the school
- Facilitates the implementation of the AVID program
- Monitors student participation and success within the AVID Program
- Provides professional development on AVID strategies and monitors schoolwide implementation of AVID strategies
- Delivers instruction in AVID classes

Leadership Team Member #7

Employee's Name

TBA Literacy Coach

Position Title

Literacy Coach

Job Duties and Responsibilities

Supports Schoolwide Literacy - Serves as an instructional leader for literacy, collaborates with all stakeholders, supports the students, teachers and the administrative team, analyzes data on an ongoing basis and provides academic interventions for students.

Leadership Team Member #8

Employee's Name

Blake Andermanis

andermanis.blake@brevardschools.org

Position Title

MTSS Coordinator

Job Duties and Responsibilities

Led and runs our MTSS program

Lead Problem Solving committee

Math interventionist

Serves as an instructional coach for ESE and subgroups of student population, collaborates with all stakeholders, supports the students, teachers and the administrative team, analyzes data on an ongoing basis and provides academic interventions for students.

Leadership Team Member #9

Employee's Name

Lana Colon

colon.lana@brevardschools.org

Position Title

Instructional Coach

Job Duties and Responsibilities

Serves as an instructional coach for all

Coaching cycle and PLC lead for social studies department

stakeholders, supports the students, teachers and the administrative team,

analyzes data on an ongoing basis and provides academic interventions for students.

Leadership Team Member #10

Employee's Name

Michelle Stevenson

stevenson.michelle@brevardschools.org

Position Title

Math Instructional Coach

Job Duties and Responsibilities

Serves as an instructional leader for all

Coaching cycle and PLC lead for math department

math intervention

stakeholders, supports the students, teachers and the administrative team,

analyzes data on an ongoing basis and provides academic interventions for students.

Leadership Team Member #11

Employee's Name

Diahann Shaw

shaw.diahann@brevardschools.org

Position Title

STEAM Coordinantor

Job Duties and Responsibilities

Serves as an instructional leader for all
Coaching cycle and PLC lead for science department
Community partner
stakeholders, supports the students, teachers and the administrative team,
analyzes data on an ongoing basis and provides academic interventions for
students.

Leadership Team Member #12

Employee's Name

Jennifer Gates

gates.jennifer@brevardschools.org

Position Title

Title 1 Coordinator/ Instructional Coach ELA

Job Duties and Responsibilities

Serves as an instructional leader for all
Coaching cycle for teachers
Community partner
Mentor corrdinator
Title 1 compliance
stakeholders, supports the students, teachers and the administrative team,
analyzes data on an ongoing basis and provides academic interventions for
students.

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.

Stone Magnet Middle School Through our summer instructional leadership meeting, AVID Conference collaboration with teachers, ASCEND, Thought Exchange parent, student, staff survey data, and through pre-planning teacher department meetings, we reviewed data, analyzed the data and determined goals and instructional focus areas. In addition, all stakeholders continued the planning process during our SAC meeting at which time the SIP was discussed, edited and finalized. Our SAC committee consists of administration, teachers, parents/families, staff members, and community leaders.

3. SIP Monitoring

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

The SIP will always be reviewed and monitored during our weekly leadership meeting, at our monthly SAC meeting and at our monthly faculty meeting, Quarterly SIP tracker and meetings with director, and Data Com meetings. During the collaboration with all stakeholders, we will adapt to service our goals, student learning and ongoing progress towards success for our students and families. As we review our progress monitoring data, we will focus on our ESSA groups (African American (AA) students, English Language Learners (ELL) and students with disabilities (SWD)). We will adjust and implement as needed based on ongoing review of student learning and collaboration with all stakeholders.

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	97.6%
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) 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								294	258	552
Absent 10% or more school days								103	75	178
One or more suspensions								79	70	149
Course failure in English Language Arts (ELA)								4	13	17
Course failure in Math								3	9	12
Level 1 on statewide ELA assessment								60	49	109
Level 1 on statewide Math assessment								52	61	113
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 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								85	80	165

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								4	1	5
Students retained two or more times								8	10	18

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	41	117
One or more suspensions								69	66	135
Course failure in English Language Arts (ELA)								3	19	22
Course failure in Math								5	27	32
Level 1 on statewide ELA assessment								54	62	116
Level 1 on statewide Math assessment								46	76	122
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								7	24	31

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								11	1	12
Students retained two or more times								12	8	20

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	51	60	58	44	55	53	40	51	49
Grade 3 ELA Achievement	27			21					
ELA Learning Gains	48	55	59	49	53	56			
ELA Lowest 25th Percentile	47	46	52	46	46	50			
Math Achievement*	39	63	63	40	59	60	41	55	56
Math Learning Gains	40	54	62	38	51	62			
Math Lowest 25th Percentile	48	52	57	49	55	60			
Science Achievement	36	55	54	30	48	51	31	47	49
Social Studies Achievement*	55	72	73	53	69	70	53	67	68
Graduation Rate									
Middle School Acceleration	41	70	77	55	70	74	60	69	73
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	53	47	53	39	56	49	36	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	46%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	458
Total Components for the FPPI	10
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
46%	44%	46%	45%	36%		51%

* 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	30%	Yes	6	1
English Language Learners	43%	No		
Black/African American Students	38%	Yes	6	
Hispanic Students	48%	No		
Multiracial Students	48%	No		
White Students	46%	No		
Economically Disadvantaged Students	43%	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	51%		48%	47%	39%	40%	48%	36%	55%	41%			53%
Students With Disabilities	24%		40%	38%	18%	36%	45%	16%	27%	27%			
English Language Learners	34%		47%	47%	38%	39%	50%	22%	52%	46%			53%
Black/African American Students	41%		42%	40%	33%	38%	42%	29%	37%	43%			
Hispanic Students	50%		45%	44%	46%	47%	58%	35%	58%	57%			36%
Multiracial Students	64%		56%		41%	44%		30%	68%	35%			
White Students	56%		51%	50%	39%	38%	45%	41%	61%	34%			
Economically Disadvantaged Students	49%		44%	45%	37%	38%	46%	33%	51%	41%			44%

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	44%		49%	46%	40%	38%	49%	30%	53%	55%			39%
Students With Disabilities	20%		47%	47%	18%	36%	48%	17%	39%	38%			
English Language Learners	24%		43%	38%	24%	40%	70%	5%	30%				39%
Asian Students			50%			42%							
Black/African American Students	33%		48%	46%	26%	44%	56%	18%	40%	45%			
Hispanic Students	42%		51%	41%	36%	38%	52%	19%	53%	46%			
Multiracial Students	42%		37%		52%	38%		36%	45%	53%			
White Students	52%		52%	51%	47%	34%	36%	41%	63%	59%			
Economically Disadvantaged Students	39%		48%	46%	34%	40%	49%	24%	50%	46%			45%

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	40%				41%			31%	53%	60%			36%
Students With Disabilities	19%				26%			12%	39%	54%			
English Language Learners	23%				30%			33%	30%	50%			50%
Asian Students	64%				82%								
Black/African American Students	24%				28%			11%	35%	49%			
Hispanic Students	42%				41%			34%	52%	57%			57%
Multiracial Students	50%				39%			26%	61%	42%			
White Students	50%				49%			53%	62%	67%			50%
Economically Disadvantaged Students	33%				36%			23%	50%	51%			52%

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	53%	62%	-9%	57%	-4%
ELA	8	44%	59%	-15%	55%	-11%
Math	7	47%	64%	-17%	50%	-3%
Math	8	19%	41%	-22%	57%	-38%
Science	8	35%	53%	-18%	49%	-14%
Civics		53%	73%	-20%	71%	-18%
Algebra		42%	49%	-7%	54%	-12%
Geometry		56%	54%	2%	54%	2%

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?

ELA achievement showed notable gains this year, with 7th grade FAST scores improving by 7% and 8th grade FAST scores increasing by 4%. In mathematics, 7th grade students demonstrated a 6% improvement, reflecting strengthened foundational skills and instructional alignment. Additionally, 8th grade science scores rose by 6%, indicating enhanced engagement and comprehension in scientific concepts. These academic gains highlight the effectiveness of targeted instructional strategies and data-driven interventions implemented these content areas. PLCs with benchmark driven conversations led to implementation with fidelity across curriculum. Instructional coaches with specific roles in using the coaching cycle with teacher showed improvements in teaching practices. Increase in walkthroughs and specific feedback allowed timely growth, reflection and support. The subgroup of ELL student improved by 6% to have an federal percent of points to be 48%.

Lowest Performance

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

The lowest-performing group this year was 8th grade math, with only 17% of students achieving proficiency. Subgroup performance was especially concerning, as Black/African American students, and students with disabilities (SWD) all scored below the 41% federal index threshold and had an over decrease by 4% and 2%. These issues were due a lack of consistency in implementing support programs designed to assist struggling students, leading to missed opportunities for targeted intervention. A lack of targeted intervention for students struggling with foundational math skills further compounded the issue. Lack of consistency of formative assessments to understand student understanding.

Greatest Decline

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

Algebra and Geometry EOC scores experienced significant declines this year, with Algebra decreasing by 16% and geometry by 29%. First, inconsistent instructional coverage and pacing gaps across classrooms led to uneven mastery of key standards. A lack of targeted intervention for

students struggling with foundational math skills further compounded the issue. Lack of consistency of formative assessments to understand student understanding.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component with the greatest gap compared to the state average was mathematics, showing a significant 21% difference between county and state performance. This gap stems from several contributing factors. Inconsistent use of curriculum and the state standards, which led to students being underprepared for state assessments. Ineffective instructional practices also play a role in teaching quality or limited access to effective strategies for building conceptual understanding and problem-solving skills can hinder student progress.

EWS Areas of Concern

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

Students at level 1 proficiency on state tests in ELA and Math

Students in the subgroup of SWD and AA performing under the federal percent of points index

Highest Priorities

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

Math Proficiency

ELA Proficiency

Science Proficiency

ESSA Subgroups

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 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.

The area of focus for mathematics across grade levels is driven by the need to address persistent underperformance and reverse declining trends in key courses. While 7th grade math showed a 6% increase and 8th grade math improved by 2%, both remain below district and state proficiency standards, signaling a continued need for targeted instructional support. More critically, Algebra and Geometry scores declined significantly—by 16% and 29% respectively. These results were identified as a crucial need through a comprehensive review of prior year data, which revealed gaps in student mastery, pacing inconsistencies, and limited intervention support. Addressing these challenges is essential to ensuring students are prepared for high school coursework and long-term academic success.

Measurable Outcome

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

During the 2025-2026 school year, FAST Math proficiency data will improve from a 39% to 46%

Monitoring

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

Ongoing progress monitoring will include FAST progress monitoring, ALEKS, and benchmark checkpoints. The data will enable us to track student understanding and progress. Student data will be used to determine small group interventions. The use of MTSS will be utilized as a problem-solving pathway for students.

Person responsible for monitoring outcome

Lauren Feronti Williams & Michelle Stevenson & Blake Andermanis

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:

Stone Magnet Middle School will prioritize accelerating student learning by strengthening core instruction, focusing on prioritized standards, and increasing collaborative learning opportunities within the classroom with AVID strategies (T). Progress toward these goals will be monitored through Professional Learning Community (PLC) meetings and instructional team walkthroughs (T). Data tracking will guide standards-based collaborative planning to ensure rigorous, high-quality instruction is consistently delivered. The Math Instructional Coach will lead PLC sessions and provide direct support to all math teachers. Additionally, the MTSS Coordinator will work weekly with the lowest-performing 25% of students, delivering targeted small group interventions to help them meet grade-level expectations.

Rationale:

The rationale behind this focus is relevant in the need to address gaps in instructional consistency and student achievement for mathematics. Despite some gains overall proficiency levels remain below both district and state standards. More concerning are the significant declines in Algebra and Geometry, with scores dropping by 16% and 29% respectively. These trends highlight the urgent need for a structured, data-driven approach to instruction and intervention. By emphasizing quality core instruction, prioritizing standards, and consistent use of PLCs, Stone Magnet Middle School aims to create a more cohesive and rigorous academic environment. The use of PLCs and instructional walkthroughs ensures ongoing monitoring and professional growth, while instructional coaches provides targeted support to close learning gaps and promote equity in achievement.

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

Implements Tier 1 grade level, standards-based curriculum

Person Monitoring:

Michelle Stevenson

By When/Frequency:

Ongoing/Daily

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

During PLCs teachers will review benchmark data and assess the alignment and rigor of grade-level lessons. Collaborative time in PLCs allows Math teams to ensure Tier 1 instruction is being implemented consistently across classrooms. This will be time to review progress monitoring data to identify gaps, adjust pacing, and refine lesson delivery based on student performance data.

Action Step #2

Regular walkthrough data collected and feedback provided to teachers (T)

Person Monitoring:

Lauren Feronti Williams

By When/Frequency:

Weekly

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

To ensure fidelity of implementation, walkthrough data will be collected and analyzed regularly by instructional leaders to be share with teachers in a timely and action-based manner. These walkthroughs will focus on observing evidence of standards-based instruction, student engagement, and the use of data-informed practices. The insights gathered will be used to provide targeted feedback and coaching, reinforcing the school's commitment to high-quality instruction and continuous improvement. (T)

Action Step #3

Implementation of Foundational Math Skills course

Person Monitoring:

Cynthia Mugge & Michelle Stevenson

By When/Frequency:

Daily

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

Identified students will be placed in Foundational Math Skill course to remediate math skills for struggling math students (T). The dedicated course will be placed into students schedules for daily assistance with math interventions. This targeted approach will reinforce foundational skills in math to support the student's core math course.

Action Step #4

PLC's and ongoing professional learning

Person Monitoring:

Michelle Stevenson

By When/Frequency:

Weekly

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

Instructional Coach will plan with teachers weekly. The math team will work collaboratively through data analysis to create goals and interventions to achieve better results for all students. MTSS Coordinator will work with teachers to help monitor student achievement and support students through small group interventions. Identified professional learning will be implemented ongoing to support teacher implementation of the curriculum.

Action Step #5

Pre pre-planning PL opportunity for Math teachers

Person Monitoring:

Michelle Stevenson

By When/Frequency:

July 29-30

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

Math teachers receive professional learning through Teach like a Champ strategies (T) and math curriculum to be prepared for the year. Additional review of AVID strategies will support the engagement and tier 1 instruction in the classroom. (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.

FAST ELA scores showed overall improvement this year, reflecting progress in literacy instruction. However, learning gains and performance among the lowest 25% of students remain areas for growth. While the upward trend is encouraging, overall proficiency levels still fall short of the benchmarks needed to fully support student learning and long-term academic success as it compared to state and district. Strengthening Tier 1 instruction with literacy in all subject areas and courses will increase FAST ELA scores.

Measurable Outcome

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

During the 2025-2026 school year, FAST ELA proficiency data will improve from 50% to 56%

Monitoring

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

Ongoing progress monitoring will include FAST progress monitoring, Reading Inventory, and Amplify unit assessments. The data will enable us to track student understanding and progress. Student data will be used to determine small group interventions (T). The use of MTSS will be utilized as a problem-solving pathway for students.

Person responsible for monitoring outcome

Shannon Sejeck & TBA Literacy Coach

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:

Stone Magnet Middle School will prioritize accelerating student learning by strengthening core instruction, focusing on prioritized standards, and increasing collaborative learning opportunities within the classroom with AVID strategies. (T) Progress toward these goals will be monitored through Professional Learning Community (PLC) meetings and instructional team walkthroughs. (T) Data tracking will guide standards-based collaborative planning to ensure rigorous, high-quality instruction is consistently delivered. The Literacy Coach will lead PLC sessions and provide direct support to all ELA teachers. (T) Additionally, the MTSS Coordinator will work weekly with the lowest-performing

25% of students, delivering targeted small group interventions to help them meet grade-level expectations. literacy professional learning will be provided to all teachers to include in their curriculum with the focus on literacy skills like reading, writing, listening and speaking.

Rationale:

The rationale behind this focus is relevant in the need to address gaps in instructional consistency and student achievement for Language Arts. Despite some gains overall proficiency levels remain below both district and state standards. More concerning is the lack of student increases with students of various subgroups and overall learning gains. These trends highlight the urgent need for a structured, data-driven approach to instruction and intervention. By emphasizing quality core instruction, prioritizing standards, and consistent use of PLCs, Stone Magnet Middle School aims to create a more cohesive and rigorous academic environment. The use of PLCs and instructional walkthroughs ensures ongoing monitoring and professional growth, while instructional coaches provides targeted support to close learning gaps and promote equity in achievement. (T)

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

Implements Tier 1 grade level, standards-based curriculum

Person Monitoring:

Shannon Sejeck & Emily MacWhinnie

By When/Frequency:

ongoing/daily

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

During PLCs ELA teachers will review benchmark data and assess the alignment and rigor of grade-level lessons. Collaborative time in PLCs allows ELA teams to ensure Tier 1 instruction is being implemented consistently across classrooms. This will be time to review progress monitoring data to identify gaps, adjust pacing, ensure teacher clarity, and refine lesson delivery based on student performance data. (T)

Action Step #2

Implement literacy strategies and skills in all courses

Person Monitoring:

Shannon Sejeck

By When/Frequency:

ongoing/daily

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

All teachers have opportunities to include literacy strategies in daily lessons. Through whole school professional development, all teachers will learn and be expected to implement literacy strategies into their curriculum.

Action Step #3

PLC's and ongoing professional learning

Person Monitoring:

By When/Frequency:

Shannon Sejeck & Jennifer Gates

Weekly

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

Literacy Coach will plan with teachers weekly. (T) The ELA team will work collaboratively through data analysis to create goals, ensure teacher clarity, and interventions to achieve better results for all students. MTSS Coordinator will work with teachers to help monitor student achievement and support students through small group interventions. Identified professional learning will be implemented ongoing to support teacher implementation of the curriculum. (T)

Action Step #4

Pre pre-planning PL opportunity for ELA teachers

Person Monitoring:

Shannon Sejeck & Emily MacWhinnie

By When/Frequency:

July 29-30

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

ELA teachers receive professional learning through Teach like a Champ strategies and ELA curriculum to be prepared for the year. Additional review of AVID strategies will support the engagement and tier 1 instruction in the classroom. (T)

Area of Focus #3

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

Instructional Practice specifically relating to Science**Area of Focus Description and Rationale**

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

Although 8th grade Science scores increased by 6% this year, performance remains below district and state proficiency standards. Prior year data revealed inconsistencies in content coverage and limited access to hands-on, inquiry-based learning experiences, which contributed to underperformance. Strengthening science instruction through aligned curriculum planning, professional development, and increased student engagement will be essential to closing this gap and supporting long-term academic success.

Measurable Outcome

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

During the 2025-2026 school year, 8th grade Science proficiency data will improve from a 35% to 41%

Monitoring

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

the desired outcome.

Ongoing progress monitoring will include PENDAs, and benchmark checkpoints. The data will enable us to track student understanding and progress. Student data will be used to determine small group interventions. The use of MTSS will be utilized as a problem-solving pathway for students.

Person responsible for monitoring outcome

Kelly Borck & Diahann Shaw

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:

Stone Magnet Middle School will prioritize accelerating student learning by strengthening core instruction, focusing on prioritized standards, and increasing collaborative learning opportunities within the classroom with AVID strategies. (T) Progress toward these goals will be monitored through Professional Learning Community (PLC) meetings and instructional team walkthroughs. (T) Data tracking will guide standards-based collaborative planning to ensure rigorous, high-quality instruction is consistently delivered. The Science Coach will lead PLC sessions and provide direct support to all science teachers.

Rationale:

The rationale behind this focus is relevant in the need to address gaps in instructional consistency and student achievement for science. Despite some gains overall proficiency levels remain below both district and state standards. These trends highlight the urgent need for a structured, data-driven approach to instruction and intervention. By emphasizing quality core instruction, prioritizing standards, and consistent use of PLCs, Stone Magnet Middle School aims to create a more cohesive and rigorous academic environment. The use of PLCs and instructional walkthroughs ensures ongoing monitoring and professional growth, while instructional coaches provides targeted support to close learning gaps and promote equity in achievement.

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

Implements Tier 1 grade level, standards-based curriculum

Person Monitoring:

Diahann Shaw

By When/Frequency:

ongoing/daily

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

During PLCs teachers will review benchmark data and assess the alignment and rigor of grade-level lessons. Collaborative time in PLCs allows science teams to ensure Tier 1 instruction is being implemented consistently across classrooms. This will be time to review progress monitoring data to identify gaps, adjust pacing, and refine lesson delivery based on student performance data. Review of PENDAs data will support the intervention of science curriculum.

Action Step #2

Regular walkthrough data collected and feedback provided to teachers

Person Monitoring:

Kelly Borck

By When/Frequency:

Weekly

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

To ensure fidelity of implementation, walkthrough data will be collected and analyzed regularly by instructional leaders to be share with teachers in a timely and action-based manner. (T) These walkthroughs will focus on observing evidence of standards-based instruction, student engagement, and the use of data-informed practices. The insights gathered will be used to provide targeted feedback and coaching, reinforcing the school's commitment to high-quality instruction and continuous improvement. (T)

Action Step #3

PLC's and ongoing professional learning

Person Monitoring:

Diahann Shaw

By When/Frequency:

Weekly

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

Instructional Coach will plan with teachers weekly. The science team will work collaboratively through data analysis to create goals and interventions to achieve better results for all students. Science Coach will work with teachers to help monitor student achievement and support students through small group interventions. (T) Identified professional learning will be implemented ongoing to support teacher implementation of the curriculum.

Action Step #4

Pre pre-planning PL opportunity for Science teachers

Person Monitoring:

Diahann Shaw

By When/Frequency:

July 31

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

Science teachers receive professional learning through Teach like a Champ strategies and science curriculum to be prepared for the year. (T) Additional review of AVID strategies will support the engagement and tier 1 instruction in the classroom. (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), Black/ African American Students (BLK)

Area of Focus Description and Rationale

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

Based on assessment data from the 2024–2025 school years, students identified as Black/African American and Students with Disabilities (SWD) consistently performed below the 41% federal proficiency index. Specifically, Black/African American students demonstrated a 38% proficiency rate and SWD students reached 30% proficiency. Both of these subgroups decreased compared to years prior. These subgroups have underperformed for more than 6 years. These results highlight a critical need for targeted instructional support and intervention strategies to close persistent achievement gaps and promote equitable learning outcomes.

Measurable Outcome

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

At the end of the 2025-2026 school year, students who are Black/African American and Students with Disabilities will show a 41% proficiency rate based on the Federal Index data. In the 2025-2026 school year, overall federal index for all students will increase from a 46% to 50%.

Monitoring

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

Ongoing progress monitoring will incorporate FAST progress monitoring, Read 180-Reading Inventory, PENDAs, and the Foundation Math Skills course. Data from Amplify classroom assessments, district assessments, and class-level evaluations will be used to track student progress. Particular attention will be given to monitoring African American (AA) students and students with disabilities (SWD) collectively to identify needs for targeted supports and interventions. Intentional scheduling has been implemented for ESE and African American students, including adjustments such as reallocating PAR resources to add a math teacher and reduce class sizes. Additionally, ESE positions within PAR have been reviewed to ensure appropriate scheduling for learning strategies and inclusion support. We will implement mentoring focus groups for ESSA subgroups and lowest 25% students. Professional learning for general ed. teachers and inclusion teacher to maximize support within the classroom.

Person responsible for monitoring outcome

Lauren Feronti Williams & Shannon Sejeck & Blake Andermanis

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:

To enhance outcomes for our students within our ESSA subgroups, we are implementing a comprehensive intervention strategy rooted in the Multi-Tiered System of Supports (MTSS). This approach emphasizes clear instructional goals, focused small group teaching, and the consistent use of progress monitoring assessments will help monitor student learning. (T) Our Administration, ESE Team and Instructional Coaches play a vital role by guiding teachers through professional development, analyzing student data, and engaging in ongoing coaching cycles through PLCs. These efforts are designed to ensure that instruction across all core subjects is responsive to individual learning needs and promotes academic growth for every student.

Rationale:

The Multi-Tiered System of Supports (MTSS) provides a powerful framework for addressing the academic and behavioral needs of all students, particularly those who have historically faced systemic barriers—such as Students with Disabilities (SWD) and African American students. MTSS is grounded in equity and prevention, offering a tiered approach to instruction and intervention that is responsive to individual student data. For SWD, MTSS ensures early identification of learning challenges and provides targeted, evidence-based interventions before those challenges escalate. For African American students, who are often disproportionately represented in special education and disciplinary actions, MTSS offers a structured way to reduce bias by using consistent data-driven practices and culturally responsive teaching. By integrating academic, behavioral, and social-emotional supports, MTSS helps schools create inclusive environments where all students—regardless of race, ability, or background—can thrive. This approach not only improves outcomes but also fosters a culture of belonging and high expectations for every learner.

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

Intentional use of PAR and scheduling of students and teachers

Person Monitoring:

Lauren Feronti Williams

By When/Frequency:

Ongoing

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

Review PAR to decrease class sizes in Math. Addition of math teacher has reduced regular phase math courses to an average of 18 students. Review ESE PAR to allocate ESE supports in an effective manner. Full time learning strategies teacher to reduce the number of students to an average of 10 students. Intentional schedule of ESE teachers allows maximized use of inclusion and ESE supports. ESE teachers are paired with one subject to allow the ESE team to attend weekly PLCs to collaborate on lessons and monitor students with disabilities and African American students.

Action Step #2

Use of MTSS to create problem solving opportunities

Person Monitoring:

Blake Andermanis

By When/Frequency:

Weekly

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

Using progress monitoring assessments from various subject areas, discipline and behavioral data, problem solving teams will implement MTSS to create supports and interventions for students. Through these problem solving team, interventions will be intentional based on the situation of the student. The MTSS coordinator will work with multiple stakeholder to create a wrap around approach in support students. An initial mentoring group for the lowest 25% will be established at the beginning of the year and monitored regularly.

Action Step #3

Professional learning specific for the collaboration between general education teachers and inclusion teachers.

Person Monitoring:

Shannon Sejeck & Isabel Perez

By When/Frequency:

Preplanning & ongoing

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

Provide professional learning on the collaborative structures and appropriate use of general ed and inclusion teachers within the classroom. Ongoing support and training based on walkthrough feedback. Walkthrough conducted with ESE District Team and Ms. Perez on a monthly basis. (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.

Our area of focus this year is to enhance parental engagement and student culture, with the goal of improving student daily attendance to 93% from 90%. We will focus on building strong relationships between parents and teachers through regular communication and involvement in classroom activities. This focus on parental engagement and student culture is crucial as it directly impacts student learning by creating a sense of belonging and motivation to attend school regularly. Our rationale for this focus stems from the prior year's data, which highlighted a significant correlation between low parental involvement, a lack of positive school culture, and decreased attendance rates. By addressing these areas, we aim to create a more supportive and engaging learning environment that encourages consistent attendance and academic success.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for

each relevant grade level. This should be a data-based, objective outcome.

In the 24-25 school year our percentage of "average daily attendance" was 90.53%. When compared to the year prior in 23-24, Stone Magnet Middle School decreased by 2.62%. In the 24-25 school year our number of chronic absent students was 32.27%. When compared to the year prior in 23-24, Stone Magnet Middle School increase by 14.93%. According to our EWS a total of 178 students have attendance last year below 90%, 103 7th grade students and 75 8th grade students. Attendance leads to falling behind in coursework, understanding of material and a disconnect from school culture.

Our area of focus this year is to enhance parental engagement and student culture, with the goal of improving student daily attendance to 93% from 90%.

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 attendance tracking ensures timely identification of students with emerging attendance issues.
- Parent notifications create immediate awareness and accountability, helping families address barriers quickly.
- A Parent Liaison builds trust and bridges communication between school and home, fostering consistent attendance.
- Strong parent communication and partnerships reinforce the importance of daily attendance and academic engagement.
- Student mentoring provides personalized support and motivation, encouraging students to attend regularly and stay focused.
- MTSS team problem-solving groups analyze attendance data alongside academic performance to tailor interventions.
- These teams collaborate to identify root causes and implement targeted strategies that improve both attendance and achievement.
- The MTSS Coordinator ensures fidelity in intervention delivery and monitors progress across all tiers of support.
- Academic support interventions help students recover missed learning, reducing the long-term impact of absences.

Together, these strategies create a proactive system that improves attendance and drives positive academic outcomes.

Person responsible for monitoring outcome

Shannon Sejeck

Evidence-based Intervention:

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

Description of Intervention #1:

The Multi-Tiered System of Supports (MTSS) is a proactive, data-driven framework designed to ensure academic, behavioral, and social-emotional success for all students by providing layered levels of support based on individual needs including attendance.

Rationale:

Rather than being a standalone program, MTSS integrates various school initiatives—such as intervention strategies, progress monitoring, and family engagement—into a cohesive system that promotes equity and continuous improvement. MTSS is essential for improving student attendance because it uses a data-driven, tiered approach to identify and address the underlying academic, behavioral, and social-emotional factors that contribute to absenteeism. By integrating early warning systems, targeted interventions, and collaborative problem-solving teams, MTSS ensures that students receive the right support at the right time to stay engaged and present in school.

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

Tracking weekly attendance and notify parents

Person Monitoring:

Chris Muniz and Shannon Sejeck

By When/Frequency:

weekly

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

Monitor student attendance data weekly through FOCUS reports to quickly identify students showing early signs of chronic absenteeism. Monitor student attendance data weekly to quickly identify students showing early signs of chronic absenteeism. Conduct home visits as needed for families that are more difficult to reach

Action Step #2

Strengthen Parent Partnerships

Person Monitoring:

Chris Muniz and Shannon Sejeck

By When/Frequency:

weekly

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

Utilize our Parent Liaison to build trust and maintain open communication between school and home, promoting consistent attendance. Foster strong relationships with families to reinforce the importance of daily attendance and its connection to academic success. Connect families with resources to

decrease barriers. Personal call and connection of events on campus to build the partnership.

Action Step #3

Use MTSS Team Problem-Solving

Person Monitoring:

Blake Andermanis

By When/Frequency:

weekly

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

Convene MTSS teams to analyze attendance trends alongside academic and behavioral data to design targeted interventions. Collaborate within MTSS teams to uncover underlying reasons for absenteeism and tailor strategies accordingly. Have the MTSS Coordinator oversee the implementation and consistency of interventions across all tiers. Offer targeted academic interventions to help students catch up on missed learning, reducing the long-term impact of absences.

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.

The School Improvement Plan (SIP) is available on our school website and is also included in the Principal's newsletter, with the option to be translated into multiple languages upon request.

www.brevardschools.org/o/smms

The SIP is regularly reviewed and discussed during faculty meetings, School Advisory Council (SAC) meetings, Title 1 Parent Nights, and community relations meetings to ensure all stakeholders are informed and engaged. Copies of the SIP are shared with families during our Title One Annual Meeting and sent to all families through our Focus Communication app, as well as being posted on our website.

We offer translation services for the SIP in stakeholders' home languages to ensure accessibility and understanding for all.

Staff members review progress toward SIP goals after each progress monitoring window at staff meetings. Progress Monitoring (PM) 1, 2, and 3 data will be shared with stakeholders during faculty meetings, SAC meetings, and with families through the Focus app and during Open House events.

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)).

Our school is committed to fostering strong, positive relationships with parents, families, and community members. To support this goal, we have developed a Family Parent Engagement Plan in collaboration with families and community members, utilizing feedback from PTO meetings, Title 1 Parent Survey, event exit tickets, etc. Summaries of this plan can be found on our school website, with a hard copy available in the front office. Additionally, the plan can be translated into home languages based on the Home Language Report.

This plan outlines how we will build meaningful relationships with all stakeholders to support the needs of our students. It includes hosting family engagement events focused on strategies to support learning at home, effective two-way communication, translation services, and methods for keeping families informed about student progress.

Through ongoing communication between school staff, parents, and the broader community, we aim to create a true partnership. Utilizing Title 1 plans and funding, we will host multiple parent nights designed to support all students, particularly those who are struggling. Families will receive resources related to STEAM, reading, math, and science to encourage student learning and help prevent the "summer slide."

Our Family Engagement Events will include:

- Literacy Night
- STEAM Night
- Title 1 Family Night
- Middle School Expo
- High School Expo
- Parent Orientation
- Celebration Night for our students who are overcoming challenges

At each of these events, families will receive resources, support materials, supplies, and activities to enhance engagement and support their children's education. Our Parent Liaison and Social Worker will continue to strengthen our connection with families by monitoring student attendance, providing interventions, and offering supports as needed. This ensures that students attend school regularly and demonstrate academic progress. We are dedicated to creating a welcoming and supportive environment where every student and family feels connected to the school community. Through the ongoing collaboration between parents, teachers, and school leaders, we will work together to achieve academic success for all students.

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)).

To strengthen our school's academic programs, we are implementing a multifaceted approach in conjunction with PBIS aimed at increasing student engagement, enhancing instructional practices, and fostering collective efficacy among staff in all core MESH subject areas, with a particular focus on teacher clarity. This initiative will align with our School Improvement Plan (SIP) by integrating clarity and consistent Common Board Configuration as key areas of focus. At Stone Magnet Middle School, we are committed to delivering quality, standards-based instruction, setting high expectations, and believing in the potential of all students. A key part of our strategy is the schoolwide incorporation of WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies, which will be embedded into daily teaching practices.

To ensure every student is supported, we will closely monitor their progress and provide targeted interventions through small group instruction, Intensive Reading classes, intensive math, and the MTSS/Response to Intervention (RTI) process. These supports will help us identify and address individual student needs in a timely and effective manner. Professional development opportunities and resources will be provided to staff to ensure that instruction remains strong and that students achieve continuous learning gains. With the guidance of Instructional Coaches, we will regularly assess instructional practices and student performance, offering feedback, identifying professional development needs, and providing ongoing support to staff. This comprehensive plan reflects our dedication to improving teaching and learning at Stone Magnet Middle School, ensuring that all students have the opportunity to succeed.

Teachers will be a part of a PLC that will allow collaboration of instructional materials. The support in the PLCs from administration, peers and instructional coaches will ensure benchmark and grade-level plans are reviewed and refined for students. The collaboration the PLCs will enrich the quality and understanding of the curriculum.

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)).

Title 1 Funding is a critical resource that enhances student success at our school. Through this funding, we provide tutoring, instructional supplies, specialized teachers, and a parent liaison to support ongoing student learning gains.

Our School Improvement Plan (SIP) is a comprehensive strategy that integrates federal, state, and local services, resources, and programs to ensure that all students meet challenging state standards.

Student Services and the Florida Diagnostic and Learning Resources System (FDLRS) collaborate to provide instructional support, particularly for students with exceptionalities, their families, and teachers. Additionally, Title IX McKinney-Vento provides crucial support to families in transition, offering services such as school supplies, tutoring, counseling, and transportation. Title 3 funding ensures instructional support for our English Language Learners (ELL) students, helping them successfully transition into the school environment. To strengthen instructional practices, Title 2 supports professional development and training for our staff, ensuring they are equipped with the skills and resources needed to improve teaching and learning.

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)).

At our school, we are committed to supporting the whole student by addressing both academic and personal needs through a variety of programs and partnerships:

- **Mentor Program:** Our students are paired with Brevard Public Schools (BPS) approved mentors who work closely with them to set and achieve both short- and long-term goals related to academics, behavior, and future aspirations. This personalized support helps students stay focused and motivated, reinforcing a positive trajectory in both their educational journey and personal growth.
- **Social Worker Support:** Available three days a week, our social worker plays a vital role in connecting students and families to community resources. Whether addressing family challenges, accessing mental health services, or supporting basic needs, our social worker helps guide families through the process, ensuring stability and support at home so students can thrive in school.
- **Community Partnerships:** We are fortunate to have strong partnerships with local businesses and organizations that help bridge funding gaps, provide essential resources, and create additional student opportunities. These collaborations enhance our ability to meet both the academic and extracurricular needs of our students.
- **Resiliency Lessons:** Our students benefit from resiliency lessons designed to shed light on important topics such as mental health, substance abuse, and physical and emotional abuse. These lessons empower students to recognize signs of trouble in themselves or their peers and to self-advocate or seek help when needed.
- **Law Enforcement Partnerships:** Our close relationship with the Brevard County Sheriff's Office (BCSO) and Melbourne Police Department (MPD) nurtures a trusting, safe environment where students feel supported by local law enforcement. These partnerships help foster positive, respectful interactions and a sense of security within the school.
- **Data-Driven Student Support:** We take a proactive approach to identifying student needs by regularly reviewing performance data, including academic progress, behavior reports, and attendance records. This allows us to tailor interventions such as ongoing tutoring (weekday and Saturday sessions), emotional and academic support with our guidance counselor, social

worker, and parent liaison, and make strategic decisions about student placement to ensure the best fit between students and teachers.

Through these comprehensive efforts, we are dedicated to creating an environment where every student has the opportunity to succeed academically, socially, and emotionally.

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)).

At Stone Magnet Middle School, we offer multiple opportunities to help students become college and career ready. As an AVID school, our students receive the support and strategies needed to succeed on the path to post-secondary education and career success. We provide Career and Technical Education (CTE) elective courses, where students can complete coursework and earn industry certifications. Additionally, students have the option to take accelerated courses that allow them to earn high school credits while still in middle school. This opens up their high school schedules, enabling them to pursue post-secondary credits during their high school years. Before building student schedules, our counselors and curriculum administrator meet with students to ensure they have the guidance and opportunities needed to achieve their post-secondary goals.

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)).

At Stone Magnet Middle School, we are committed to delivering quality, standards-based instruction, setting high expectations, and believing in the potential of our students. We will incorporate WICOR strategies (Writing, Inquiry, Collaboration, Organization, and Reading) schoolwide to support student success. To ensure personalized support, students will be regularly monitored, identified, and provided with necessary interventions through small group instruction, Intensive Reading classes, and our MTSS/Response to Intervention (RTI) process. We will provide professional development and resources to teachers, ensuring strong instructional practices that lead to measurable student learning gains. With the help of Instructional Coaches and our MTSS Coordinator, we will continuously monitor instructional practices and student learning outcomes, offering timely feedback, identifying professional development needs, and providing ongoing support. Our Multi-Tiered System of Support (MTSS) is an evidence-based model that integrates academic and behavioral instruction and interventions using data-driven problem-solving methods. This model delivers instruction and interventions to students with varying intensities, or tiers, based on their individual needs. Our need-driven decision-making ensures that the appropriate support and resources reach students at the

levels required to accelerate their performance and achieve proficiency.

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)).

Teacher retention improves when educators have access to professional learning opportunities and supports that are aligned with their needs, interests, and goals. To foster this environment, teachers at our school will participate in monthly Professional Learning Communities (PLCs). These meetings will provide job-embedded professional learning focused on data analysis and instructional strategies to improve student outcomes. Additionally, professional development sessions focused on teacher clarity will be held during pre-planning and on a quarterly basis to ensure consistent growth and alignment with instructional goals. New teachers will take part in the New Teacher Academy or Induction Program and will be supported by a mentor from the same grade level and/or content area to guide them through their first year. Struggling teachers will also have the opportunity to work with a school- or district-based mentor for additional support. Each quarter, teachers will be provided a collaborative planning day to review data and plan future instruction. These planning sessions will be supported by instructional coaches and the AVID coordinator, ensuring alignment with best practices and schoolwide strategies.

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)).

N/A

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.

Through our Comprehensive Needs Assessment (CNA), we have identified the key needs of our students as well as the resources required to support their success. These needs include time, personnel, and resources necessary to provide targeted interventions and support. By addressing these areas, we can ensure that our students receive the guidance and opportunities they need to thrive both academically and personally. The team reviewed data for trends to identify areas of support and success.

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).

Title 1 Funding plays a vital role in enhancing student success at Stone Magnet Middle School. With this funding, we provide tutoring, supplies, instructional staff, and leadership support to ensure that students continue to make meaningful learning gains.

In addition to our Title 1 efforts, we offer an After-School Program that provides extended learning opportunities for students needing extra academic support.

Our Multi-Tiered System of Support (MTSS) includes services for 504 accommodations and potential Individualized Education Programs (IEPs) for students with more specific needs. We aim to ensure every student receives personalized support to thrive academically and behaviorally.

Key team members include:

- Ms. Feronti Williams, Mr. Sejeck, Ms. Borck, our administration who will oversee and support the vision of support for all students.
- Ms. Perez, our Support Specialist, who plays a crucial role in guiding students through targeted interventions.
- TBA, our Literacy Coach, who focuses on improving student literacy skills and supporting staff in delivering effective reading instruction.
- Ms. Andermanis, our MTSS Coordinator, who focuses on identifying and problem solve areas of support for identified students and provide math interventions.
- Ms. Colon and Ms. Stevenson, who works closely with struggling students, providing tailored academic interventions to help them achieve success.
- TBA, our parent liaison who identifies and addresses attendance issues, ensuring that students maintain consistent attendance for optimal learning outcomes.

Together, these efforts ensure that every student receives the necessary support and resources to succeed both in and out of the classroom.

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