Santa Rosa County School District

GULF BREEZE MIDDLE SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Gulf Breeze Middle School is committed to providing the avenues whereby students and adults work in an enthusiastic partnership to inspire and develop life-long learners who value human dignity, contribute to society and strive for excellence.

Provide the school's vision statement

Gulf Breeze Middle School produces students who are excited about the challenges of tomorrow, confident in their ability to chart the future and dedicated to the pursuit of life-long learning.

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

Michael Brandon

brandonm@santarosa.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

Instructional Leader, Engage Stakeholders, Collaborative Decision Maker, Manges the Learning Environment and Student Learning, School Operations, School-wide Professional Development, Discipline, MTSS Team, Threat Management Team Member, School Safety

Leadership Team Member #2

Employee's Name

Tracy Murphy

murphyt@santarosa.k12.fl.us

Position Title
Assistant Principal

Job Duties and Responsibilities

Instructional Leader, Engage Stakeholders, Collaborative Decision Maker, Manges the Learning Environment and Student Learning, School Operations, School-wide Professional Development, Discipline, MTSS Team, Threat Management Team Member, School Safety, Progress Monitoring, Operates under the leadership of the principal. Manages the SIP.

Leadership Team Member #3

Employee's Name
Deborah Hepworth

hepworthd@santarosa.k12.fl.us

Position Title
Guidance Counselor

Job Duties and Responsibilities

Counseling, Testing, Master Schedule Management, MTSS Team, Mentor, Threat Management Team Member.

Leadership Team Member #4

Employee's Name
Amy McLendon

mclendona@santarosa.k12.fl.us

Position Title
Guidance Counselor

Job Duties and Responsibilities

Counseling, Testing, Master Schedule Management, MTSS Team, Mentor, Threat Management Team Member.

Leadership Team Member #5

Employee's Name
Randal Renfroe

renfroer@santarosa.k12.fl.us

Position Title
Dean of Students

Job Duties and Responsibilities

Disciplinarian, Mentor, Student Supervision, Safety, Threat Management Team Member, Safety Committee Leader

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.

School leadership, teachers, school staff, and School Advisory Council members meet to develop the School Improvement Plan. Schoolwide data is distributed and content departments meet to discuss their current years test data and compared it to their prior years test data. School Advisory Council members join and circulate around the groups to observe, study, ask questions, and give input on the drafting of the School Improvement Plan.

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 be regularly monitored for effective implementation and impact on increasing the achievement of students on a monthly basis via teacher feedback, classroom walkthroughs, and monitoring the emphasis in which Focus areas are being implemented by the school and teachers. Each semester the principal and assistant principal will meet with District leaders including the Superintendent, Assistant Superintendent of Curriculum and Instruction, Grade Level Director, Literacy/Math/Science Coordinators, and the Director and Coordinator of Continuous Improvement. The purpose of the meeting will be to review current state progress monitoring data and to progress monitor the implementation of the School Improvement Strategies and Action Steps. Specific feedback will be provided and discussion will occur as to any barriers in applying the strategies of the

plan.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**MIDDLE/JR. HIGH** **6-8**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**24.4%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **ASIAN STUDENTS (ASN)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2025-26: A** **2024-25: A** **2023-24: A** **2022-23: A** **2021-22: A**

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment							276	303	300	879
Absent 10% or more school days							9	20	18	47
One or more suspensions							2	10	14	26
Course failure in English Language Arts (ELA)							0	0	1	1
Course failure in Math							2	0	1	3
Level 1 on statewide ELA assessment							13	20	35	68
Level 1 on statewide Math assessment							10	15	20	45
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators							2	6	11	19

Current Year 2026-27

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

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

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment							290	302	289	881
Absent 10% or more school days							12	12	25	49
One or more suspensions							9	5	14	28
Course failure in English Language Arts (ELA)									1	1
Course failure in Math									1	1
Level 1 on statewide ELA assessment							19	36	27	82
Level 1 on statewide Math assessment							15	18	10	43
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)							14	17	10	41
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators							4	6	10	20

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

The number of students retained:

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

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	77	66	62	75	63	58	74	59	53
Grade 3 ELA Achievement			19			27			21
ELA Learning Gains	64	58	61	60	58	59	59	56	56
ELA Lowest 25th Percentile	54	49	53	51	52	52	48	50	50
Math Achievement*	84	72	65	85	72	63	86	70	60
Math Learning Gains	66	63	62	70	66	62	72	68	62
Math Lowest 25th Percentile	64	55	57	70	62	57	69	66	60
Science Achievement	71	60	57	73	58	54	70	56	51
Social Studies Achievement*	87	80	77	82	77	73	86	74	70
Graduation Rate									
Middle School Acceleration	79	73	82	75	74	77	77	74	74
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					61	53		47	49

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

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

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

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

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	72%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	646
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
72%	71%	71%	76%	71%	69%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	40%	Yes	1	
Asian Students	78%	No		
Hispanic Students	61%	No		
Multiracial Students	73%	No		
White Students	72%	No		
Economically Disadvantaged Students	60%	No		

D. Accountability Components by Subgroup

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

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	77%		64%	54%	84%	66%	64%	71%	87%	79%			
Students With Disabilities	42%		47%	40%	44%	52%	44%	24%	52%	15%			
Asian Students	86%		62%		93%	69%				82%			
Hispanic Students	69%		48%	36%	73%	63%	57%	42%	86%	79%			
Multiracial Students	69%		74%	76%	85%	65%	61%	56%	84%	86%			
White Students	78%		64%	53%	85%	66%	65%	74%	87%	78%			
Economically Disadvantaged Students	65%		54%	41%	75%	59%	61%	56%	73%	60%			

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	75%		60%	51%	85%	70%	70%	73%	82%	75%			
Students With Disabilities	40%		48%	38%	51%	58%	49%	42%	48%	27%			
English Language Learners	27%		42%	30%	73%	83%							
Asian Students	84%		58%		89%	68%				82%			
Hispanic Students	60%		63%	47%	79%	62%	53%	58%	67%	63%			
Multiracial Students	69%		59%	25%	88%	87%	91%	70%	84%	77%			
White Students	77%		60%	52%	85%	70%	69%	74%	83%	75%			
Economically Disadvantaged Students	64%		57%	51%	75%	67%	73%	59%	68%	63%			

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	74%		59%	48%	86%	72%	69%	70%	86%	77%			
Students With Disabilities	37%		47%	44%	50%	63%	62%	30%	41%	50%			
English Language Learners	36%		64%	70%	82%	71%							
Asian Students	77%		50%		91%	77%		80%		86%			
Hispanic Students	59%		54%	47%	82%	74%	64%	59%	84%	50%			
Multiracial Students	73%		47%	31%	79%	69%	62%	76%	82%	81%			
White Students	75%		61%	50%	86%	72%	70%	70%	86%	79%			
Economically Disadvantaged Students	61%		50%	40%	75%	67%	61%	57%	74%	56%			

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

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

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

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	81%	68%	13%	62%	19%
ELA	7	77%	63%	14%	62%	15%
ELA	8	76%	65%	11%	60%	16%
Math	6	80%	67%	13%	60%	20%
Math	7	71%	54%	17%	53%	18%
Math	8	85%	73%	12%	61%	24%
Science	8	71%	60%	11%	52%	19%
Civics	7	88%	79%	9%	77%	11%
Civics	8	100%	81%	19%	75%	25%
Algebra	7	100%	100%	0%	96%	4%
Algebra	8	100%	97%	3%	84%	16%
Geometry	7	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Geometry	8	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				

III. Planning for Improvement

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

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

Most Improvement

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

Civics and 7th grade ELA made the most improvements for 25-26 school year. Civics went from 81% in 24-25 to 88% in 25-26. 7th grade ELA went from 70 in 24-25 to 77 in 25-26. In Civics, we had only two of our seasoned Civics teachers teach all of our Civics classes. In 7th grade ELA, the three ELA teachers did a great deal of test prep, strategy work; especially reading comprehension strategies.

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 area was 8th grade Science. The contributing factors are that based on the ways Science class standards are covered in middle school, students cover some standards in 6th grade and then not again until 8th grade. Also, our level 1 students increased from 15 in 24-25 to 22 in 25-26 and level 2 students increased from 37 in 24-25 to 64 in 25-26.

Greatest Decline

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

Our greatest decline was in 6th grade math. We base our decline on the cohort of students that came in for 6th grade of the 25-26 school year.

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 that had the greatest gap when compared to the state average were none. All of our scores exceed the state average and we will continue to strive to improve on our current scores.

EWS Areas of Concern

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

One area of concern from our EWS data are the number of students with attendance below 90% and two indicators went from 25 students in 24-25 school year to 47 in 25-26. Our one or more

suspensions also went from 14 in 24-25 to 26 in 25-26. We need to track these two areas closely this upcoming school year.

Highest Priorities

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

1. To increase student proficiency on the 8th grade Science test.
2. To increase student proficiency in 6th grade math.
3. To maintain high scores in all other tested areas.
4. ELA achievement in the lowest 25% across grade levels.

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 Student Engagement

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.

GBMS will use Accelerated Reader (AR) which is a proven literacy development tool that motivates K–12 readers, supports core instruction, and helps build literacy skills identified by the Science of Reading research for 6th-8th grade students in ELA classes. Accelerated Reader motivates students to read more and read more widely through goal setting, personalized recommendations, and engaging quizzes. As students increase their reading volume, they build reading stamina, word recognition, and language comprehension skills. The practice of students reading independently is difficult to implement schoolwide without an accountability system in place. Reading, especially for students who do not like to read, needs to have an accountability piece tied to it. Additionally, AR has the ability to measure Lexile levels for students so students are reading appropriate text for their abilities.

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.

For school year 24-25, 120 students participated in achieving Gold Cards for the number of books they read. In 25-26, 90 students participated in achieving Gold Cards. We need to increase this number to increase the number of students reading in the school. We plan to attempt to achieve 120 students again for 26-27 school year.

Monitoring

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

Heather Barona, GBMS Librarian

Person responsible for monitoring outcome

Michael Brandon

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:

Accelerated Reader will be implemented to achieve student sustained silent reading engagement, build student reading stamina, and increase student vocabulary and reading comprehension. Monitoring for this Area of Focus will be done through student AR testing on books and the reading comprehension scores and also the number of students reading and testing on books. The goal is to increase the reading comprehension scores and number of books being read schoolwide by students.

Rationale:

Research study illustrates how Accelerated Reader, an evidence-based program, accelerates the rate at which students develop critical literacy skills, driving measurable improvements in their academic progress. Using Accelerated Reader at or above recommended levels helped all students but was especially beneficial for struggling readers.

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

Accelerated Reader

Person Monitoring:	**By When/Frequency:**
Heather Barona, Michael Brandon	monthly

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

Monthly, Mrs. Barona will analyze and track student data for the school of the number of books students are reading and how they are performing on reading comprehension tests.

Area of Focus #2

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

Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale

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

Another Area of Focus for our school is Collaborative Planning. The affects it has on student learning

is significant. We determined the need for Collaborative Planning at our school for many reasons. Collaborative Planning gives our teachers time to discuss standards and share activities they are using to teach standards. In addition to sharing resources, our teachers try to stay together and if a student is moved from one class to another, they are going to benefit by being in the same place in the curriculum as their prior teacher. Teachers who are less experienced with certain grade levels or subject matter definitely benefit from Collaborative Planning.

Measurable Outcome

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

In 2025-2026, around 50% or our content area departments met and collaboratively planned. Our school-wide goal is for 100% of our content area departments to meet one or more Monday's a month to plan as grade or subject area bands or to plan for vertical progression by subject area.

Monitoring

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

Michael Brandon will discuss with department chairs monthly the collaborative planning that takes place within their departement.

Person responsible for monitoring outcome

Michael Brandon

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:

Collective teacher efficacy based on John Hattie's Visible Learning meta-analysis has one of the highest effect sizes and influences on student learning.

Rationale:

Frequent professional dialogue supports the relatedness and competence needs. It also fosters reflective practice, enabling teachers to analyze their work and grow in a shared context. Student learning also is also increased due to collegial planning and it's results on teachers.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1
Collaborative Planning

Person Monitoring:
Michael Brandon

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teacher collaborative planning will be in the form of a PLC meeting that will take place once a month and documented for professional development hours.
These hours will be turned in twice a year.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

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

A positive culture and environment focus area will be the continued implementation (year 4) of Positive Behavior Interventions and Supports (PBIS) for all grade levels this school year. PBIS is a crucial need at our school where so many students are academically high achieving. Students who come to school, follow rules, and do not disrupt the classroom learning environment need to be acknowledged. Some of these students do not necessarily fall into the high academically achieving category where students with all A's are acknowledged. Based off of three years of PBIS, our referrals and suspension rates went down for the 25-26, 24-25, 23-24 school years compared to 22-23.

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 22-23 school year, students received 433 referrals, ISS days were 26, and OSS days of 74. In 23-24 school year, students received 385 referrals, ISS days of 17, and OSS days of 38. In 24-25 school year, 245 students received referrals, ISS days of 12, and OSS days of 29. In 25-56 school year, 300 referrals, ISS days of 10, and OSS days of 23. We have seen a lower number of discipline incidents, we feel, because of the implementation of PBIS. We still need to reduce our OSS days and student referrals.

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.

This area of focus will be monitored monthly by keeping up with our discipline referrals and monitoring the number of referrals students in our Tier 1, 2, and 3 receive monthly. There will also be PBIS data that will have to be completed quarterly that will help with monitoring our desired outcome.

Person responsible for monitoring outcome

Tracy Murphy

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:

PBIS establishes a healthy school climate and culture, increases student engagement and instructional time, empowers students to play a central role in their education, and reduces teacher burnout. https://www.pbis.org/pbis/why-implement-pbis

Rationale:

By implementing PBIS at our school, we hope to achieve a better system of recognizing more Tier 1 students who do not receive recognition for doing the right things at school. Also, we hope that we will see a decrease in the referrals Tier 2 and 3 students receive and to improve on positive relationships between teachers and those students.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

PBIS

Person Monitoring:	**By When/Frequency:**
Tracy Murphy	Monthly

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

1. The school's teachers and staff will be re-introduced to PBIS and how it will be implemented at our school. 2. Quarterly, students will be recognized and celebrated who are successfully meeting the guiding principals of PBIS. A drawing will occur where two students who have received postcards or have been nominated as Student of the Week will win a lunch from outside of the school. 3. PBIS postcards will go home to students via the mail from teachers/staff who see students practicing the

PBIS principles. 4. We will have teachers nominate two students a week for Student of the Week and be acknowledged on ITV. 5. This will be an ongoing learning and implementation for our school since it is only year three that we are implementing PBIS.6. We will have monthly Fun Lunches which food items and candy will be given out to students who win on the Wheel of Names. Names of students with no referrals for the month will be entered into the wheel to win a prize. This will be done in all three lunches.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

VII. Budget to Support Areas of Focus

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

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