Santa Rosa County School District

MARTIN LUTHER KING MIDDLE SCHOOL



2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2

C. Demographic Data 7

D. Early Warning Systems 8

II. Needs Assessment/Data Review 11

A. ESSA School, District, State Comparison 12

B. ESSA School-Level Data Review 13

C. ESSA Subgroup Data Review 14

D. Accountability Components by Subgroup 15

E. Grade Level Data Review 18

III. Planning for Improvement 19

IV. Positive Learning Environment 31

V. Title I Requirements (optional) 34

VI. ATSI, TSI and CSI Resource Review 38

VII. Budget to Support Areas of Focus 39

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

To love, educate, and prepare all students for graduation and a successful future.

Provide the school's vision statement

Santa Rosa County District Schools provides an environment that fosters each learner's potential, equips students for academic excellence, and promotes lifelong 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

Darren Brock

brockdc@santarosa.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

Provides strategic direction for the school by developing and implementing curricula, assessing and implementing teaching methodologies, monitoring student achievement and performance, fostering parent involvement and encouragement, administering the school's budget effectively, hiring and evaluating staff members, and overseeing the maintenance and improvement of facilities.

Leadership Team Member #2

Employee's Name

Melissa Baxley

baxleym@santarosa.k12.fl.us

Position Title
Assistant Principal

Job Duties and Responsibilities

Supports the principal in guiding the school by developing and implementing curricula, evaluating teaching methodologies, monitoring student achievement, promoting parent involvement, managing the school budget, assisting in hiring and evaluating staff, and overseeing the maintenance and operation of school facilities.

Leadership Team Member #3

Employee's Name
Kelly Lee

leek@santarosa.k12.fl.us

Position Title
School Counselor

Job Duties and Responsibilities

The School Counselor is responsible for registering new students and scheduling all students. This role involves providing academic guidance to students, facilitating personal and social development, and offering career counseling. The counselor conducts assessments to identify student needs and collaborates with teachers and parents to support student success. Additionally, they develop and implement counseling programs, maintain student records, and advocate for student interests within the school community. The counselor provides personal, social, behavioral, and academic counseling to the student body, assists in the screening, referral, identification, and placement of students with special needs, and offers support to parents of all students. Furthermore, the individual coordinates and administers a variety of standardized tests, maintains test security, and interprets test results for parents, students, and other school staff.

Leadership Team Member #4

Employee's Name
Leslie Briggs

Briggsl@santarosa.k12.fl.us

Position Title
Literacy Coach

Job Duties and Responsibilities

The responsibilities of a school literacy coach encompass several key areas. They collaborate with teachers to enhance instructional strategies and provide professional development on effective literacy practices. The coach models best practices in the classroom and assesses student literacy data to identify areas for improvement by supporting the implementation of targeted interventions. Additionally, the literacy coach fosters a culture of literacy by promoting the use of diverse texts and resources, while also facilitating literacy-focused workshops and events for students and families. They serve as a valuable resource for teachers, offering ongoing support and guidance to ensure all students develop strong literacy skills. The coach is also responsible for planning, coordinating, and implementing literacy professional development to build capacity within the literacy community, aiming to improve student achievement. They collaborate with various teams, including the School Leadership Team, Literacy Leadership Team, and MTSS, to determine literacy needs and implement successful strategies at the school site.

Leadership Team Member #5

Employee's Name
Lawrence Renfro

renfrol@santarosa.k12.fl.us

Position Title
Dean of Students

Job Duties and Responsibilities

The Dean of Students is responsible for overseeing student affairs and ensuring a supportive and inclusive environment for all students. This role encompasses managing student discipline, fostering engagement, and implementing programs that promote both academic success and personal development. Additionally, the Dean collaborates with faculty, staff, and external partners to enhance student services and address concerns related to student welfare. The Dean also plays a vital role in developing policies that align with the institution's mission and values, ensuring that students have access to the resources they need to thrive academically and socially. Furthermore, the Dean manages student supervision issues and enforces school behavioral expectations, demonstrating a thorough knowledge of Santa Rosa County School Board Policies regarding safety and discipline, while applying these policies fairly and consistently. By promoting the welfare of students, faculty, and staff, the Dean sets high expectations and effectively communicates them to all stakeholders.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and

school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The process of engaging stakeholders including the school leadership team, teachers, school staff, parents, students, families, and business or community leaders is critical to the development of the School Improvement Plan (SIP).

Data will be presented to teachers and staff during the pre-planning week. Parents and other stakeholders will receive this data during student orientation and through the school advisory council. To ensure comprehensive input, all stakeholders will have the opportunity to contribute to the SIP development process via an online form accessible through a QR code. This approach facilitates inclusive participation and ensures that diverse perspectives are considered in shaping the SIP.

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 School Leadership Team will regularly monitor the School Improvement Plan (SIP) on a quarterly basis to ensure effective implementation, providing support and feedback to teachers who directly contribute to increased student achievement. Content coaches will participate in common planning sessions to facilitate the development of intentional instruction aligned with state standards. Administration will conduct bi-weekly walkthroughs in classrooms to observe the delivery of instruction. The school will revise the plan quarterly to ensure continuous improvement.

Each semester, the Principal and Assistant Principal will meet with District leaders, including the Superintendent, Assistant Superintendent of Curriculum and Instruction, Grade Level Director, and Literacy, Math, and Science Coordinators, as well as the Director and Coordinator of Continuous Improvement. The purpose of these meetings will be to review current state progress monitoring data and to assess the implementation of the School Improvement Strategies and Action Steps. Specific feedback will be provided, and discussions will address any barriers encountered in applying the strategies outlined in 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	**71.5%**
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)** **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 **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2025-26: B** **2024-25: B** **2023-24: C** **2022-23: C** **2021-22: C**

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							195	184	208	587
Absent 10% or more school days							51	43	44	138
One or more suspensions							52	49	54	155
Course failure in English Language Arts (ELA)							3	2	1	6
Course failure in Math							4	1	0	5
Level 1 on statewide ELA assessment							40	36	32	108
Level 1 on statewide Math assessment							44	22	30	96
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)							15	2	6	23
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)							26	35	17	78

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							47	37	36	120

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	1	2
Students retained two or more times							1	3	0	4

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							189	202	199	590
Absent 10% or more school days							33	42	48	123
One or more suspensions							50	60	53	163
Course failure in English Language Arts (ELA)							1			1
Course failure in Math							2	2	2	6
Level 1 on statewide ELA assessment							36	57	52	145
Level 1 on statewide Math assessment							23	57	34	114
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators							34	54	51	139

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

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							2	1		3
Students retained two or more times									2	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*	56	66	62	49	63	58	43	59	53
Grade 3 ELA Achievement			19			27			21
ELA Learning Gains	58	58	61	52	58	59	50	56	56
ELA Lowest 25th Percentile	54	49	53	52	52	52	51	50	50
Math Achievement*	55	72	65	54	72	63	47	70	60
Math Learning Gains	55	63	62	60	66	62	60	68	62
Math Lowest 25th Percentile	51	55	57	67	62	57	68	66	60
Science Achievement	45	60	57	49	58	54	42	56	51
Social Studies Achievement*	75	80	77	61	77	73	48	74	70
Graduation Rate									
Middle School Acceleration	84	73	82	80	74	77	80	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	59%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	533
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***
59%	58%	54%	52%	44%	43%	

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	41%	No		
English Language Learners	17%	Yes	1	1
Black/African American Students	55%	No		
Hispanic Students	45%	No		
Multiracial Students	62%	No		
White Students	60%	No		
Economically Disadvantaged Students	57%	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	56%		58%	54%	55%	55%	51%	45%	75%	84%			
Students With Disabilities	37%		53%	49%	29%	44%	44%	14%	54%				
English Language Learners			25%			8%							
Black/African American Students	47%		66%	69%	27%	50%	59%	30%	77%	70%			
Hispanic Students	62%		53%		57%	43%	25%	27%					
Multiracial Students	67%		65%	70%	62%	48%	20%	55%	89%	86%			
White Students	54%		56%	52%	57%	58%	58%	47%	72%	85%			
Economically Disadvantaged Students	51%		59%	56%	49%	54%	52%	40%	74%	77%			

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	49%		52%	52%	54%	60%	67%	49%	61%	80%			
Students With Disabilities	26%		44%	50%	25%	55%	67%	19%	39%				
Black/African American Students	38%		36%	31%	37%	45%	40%		31%				
Hispanic Students	42%		50%	67%	47%	67%	73%	40%	62%				
Multiracial Students	57%		51%	67%	68%	72%	69%	50%	61%	76%			
White Students	50%		54%	52%	54%	59%	70%	53%	67%	80%			
Economically Disadvantaged Students	43%		49%	51%	48%	57%	65%	43%	53%	78%			

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	43%		50%	51%	47%	60%	68%	42%	48%	80%			
Students With Disabilities	20%		38%	39%	17%	46%	57%	23%	20%	80%			
Black/African American Students	31%		55%	67%	22%	51%	70%	29%					
Hispanic Students	50%		63%		46%	56%			58%				
Multiracial Students	43%		54%	44%	56%	56%	61%	45%	55%	71%			
White Students	44%		49%	48%	48%	62%	69%	43%	47%	81%			
Economically Disadvantaged Students	38%		47%	44%	40%	57%	66%	35%	43%	77%			

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	55%	68%	-13%	62%	-7%
ELA	7	57%	63%	-6%	62%	-5%
ELA	8	56%	65%	-9%	60%	-4%
Math	6	42%	67%	-25%	60%	-18%
Math	7	44%	54%	-10%	53%	-9%
Math	8	56%	73%	-17%	61%	-5%
Science	8	46%	60%	-14%	52%	-6%
Civics	7	74%	79%	-5%	77%	-3%
Civics	8	53%	81%	-28%	75%	-22%
Algebra	8	99%	97%	2%	84%	15%
Algebra	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?

ELA showed the largest positive achievement improvement of 8% compared to the previous year, which can be attributed to increased engagement strategies and targeted interventions.

Lowest Performance

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

Science had the lowest performance with an achievement percentage of 47.1%. Factors contributing to this trend may include ineffective instructional strategies and lack of student engagement.

Greatest Decline

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

Science also experienced the most notable decline with a -1.9% change, further emphasizing the need for comprehensive review and enhancement of the curriculum and teaching methods in this subject area.

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.

Science again reflects the largest gap, being 10% below the state, with a performance of 47.1%. This necessitates immediate strategic adjustments to instructional practices to enhance student performance.

EWS Areas of Concern

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

The data indicates critical concerns in attendance with 138 students absent for 10% or more of the school days, and a high number of students (114) exhibiting two or more early warning indicators, highlighting potential challenges in student engagement and retention.

Highest Priorities

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

1. Improve ELA performance, aiming to close the 9% gap below the district.
2. Enhance Math instruction to address the 13% deficit relative to the district.
3. Implement targeted strategies in Science to address the performance decline and significant gap to state averages.
4. Focus on improving student attendance to enhance overall student engagement.
5. Develop support systems for students exhibiting multiple early warning indicators to prevent further academic challenges.

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 Benchmark-aligned instruction

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.

Both English Language Arts and Mathematics performance significantly lag behind district averages, presenting a critical need for strategic, coordinated intervention. All instructional practices and interventions will be grounded in benchmark standards and aligned to state and district benchmarks to ensure students master grade-level standards and competencies. ELA achievement currently stands at 56.6%, representing a 9% gap below the district average, while Math performance at 56.4% reflects a 13% gap. These substantial deficiencies indicate that our students require enhanced instructional practices, targeted support, and research-based interventions across both core content areas. The diverse needs of our student population necessitate a comprehensive, integrated approach that addresses literacy development and mathematical reasoning through small-group instruction, personalized learning paths, and interactive instructional strategies. By implementing coordinated interventions in both subjects, we can systematically improve student outcomes and close existing achievement gaps.

Measurable Outcome

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

Short Term Goals:

Grade 7 English Language Arts: By May 2027, the percentage of Grade 7 students scoring Level 3 or above on FAST ELA will increase from 56.6% (2025-26 baseline) to 60%.

Grade 8 Mathematics: By May 2027, the percentage of Grade 8 students scoring Level 3 or above on FAST Math will increase from 56.4% (2025-26 baseline) to 60%.

Long Term Goals:

Grade 7 English Language Arts: By May 2030, the percentage of Grade 7 students scoring Level 3 or above on FAST ELA will increase from the 56.6% baseline in 2025-26 to 70%. The annual progression targets are 60% in 2026-27, 63.3% in 2027-28, 66.7% in 2028-29, and 70% in 2029-30.

Grade 8 Mathematics: By May 2030, the percentage of Grade 8 students scoring Level 3 or above on FAST Math will increase from the 56.4% baseline in 2025-26 to 70%. The annual progression targets are 60% in 2026-27, 63.3% in 2027-28, 66.7% in 2028-29, and 70% in 2029-30.

Monitoring

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

A comprehensive monitoring system will track progress in both ELA and Mathematics throughout the school year. Quarterly data review meetings involving the instructional leadership team will examine progress monitoring assessment results, classroom performance metrics, and formative assessment data for both subjects. Quarterly comprehensive reviews will assess overall progress toward the 60% achievement targets. Data sources will include standardized assessment results, classroom performance metrics, and formative assessments aligned to instructional goals. When progress stalls or falls below expected trajectories, the leadership team will convene to analyze contributing factors and adjust instructional strategies, professional development focus, and support systems accordingly.

Person responsible for monitoring outcome

Darren Brock and Melissa Baxley

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:

ELA Description-Implementation of a targeted reading intervention program focused on small group instruction and personalized learning paths based on student needs. The reading intervention program will be aligned to ELA benchmarks and grade-level standards to ensure targeted support remains connected to established instructional expectations. This will include professional development for teachers on effective reading strategies, comprehension building, and literacy development tailored to individual student profiles. Math Description: Adoption of a comprehensive Math intervention program that utilizes interactive technology platforms and collaborative problem-solving activities to deepen student understanding of mathematical concepts. The Math intervention program will be aligned to Math benchmarks and grade-level standards to ensure targeted support remains connected to established instructional expectations. Implementation will include professional development for teachers on effectively integrating technology and facilitating cooperative learning structures.

Rationale:

ELA Rationale: Research strongly supports that targeted reading instruction delivered in small groups significantly improves student outcomes, particularly for students performing below grade-level

expectations. This approach enables differentiated instruction and allows teachers to provide more intensive, personalized support aligned to each student's specific needs and learning profile. Math Rational: Research demonstrates that interactive learning technologies and cooperative learning strategies significantly enhance student engagement and conceptual understanding in mathematics. This approach is particularly beneficial for diverse learner populations, as it provides multiple entry points for understanding, visual representations of abstract concepts, and opportunities for peer collaboration and mathematical discourse.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 2 – Moderate 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
Identify students for ELA and Math Intervention

Person Monitoring:
Kelly Lee and Leslie Briggs

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Conduct a thorough analysis of progress-monitoring assessment data and classroom performance metrics to identify students who need targeted reading and math interventions. Align identified needs with specific skill gaps and relevant benchmark standards. Conduct quarterly reviews of identification accuracy by comparing the academic progress of identified students on formative reading and math assessments. Monitor placement fidelity and adjust identification criteria as necessary based on early intervention response data.

Action Step #2
Implement Weekly ELA & Math Small Group Instruction

Person Monitoring:
Darren Brock and Melissa Baxley

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Deliver weekly small group reading and math instruction sessions for identified students using benchmark-aligned, personalized learning paths. Instruction will target specific reading and math deficiencies and be differentiated based on individual student needs and learning profiles. Bi-weekly formative assessments during small group sessions to monitor progress. Monthly data review meetings to analyze reading and math skill development and comprehension improvements. Adjust instructional strategies based on student response data and benchmark progress indicators.

Action Step #3
Professional Learning Communities

Person Monitoring:
Darren Brock

By When/Frequency:
Bi-Weekly

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

The implementation of Professional Learning Communities (PLCs) will provide the teachers an opportunity to improve teacher effectiveness and foster student achievement. During the PLCs, teachers will work within content areas to grow the understanding and implementation of student-led academic teams and to continue develop rigorous instruction that is aligned to mastering the standards. By fostering collaborative environments among teachers and enhancing pedagogical practices, students success academic success will improve.

Action Step #4
Introduce Interactive Math Program

Person Monitoring:
Math Teachers

By When/Frequency:
Quartlerly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Launch the interactive math intervention program during the first semester. Implementation will include introducing technology platforms such as IXL and Lift Off, and facilitating collaborative problem-solving activities aligned to math benchmarks and grade-level standards to deepen students' conceptual understanding.

Action Step #5
Monitor Math Progress with Formative Assessments

Person Monitoring:
Darren Brock

By When/Frequency:
quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administer and analyze monthly formative assessments for students in the Math intervention program. Assessments will measure progress toward benchmark standards and identify areas requiring additional targeted support or instructional adjustment. Quarterly analysis of formative assessment results in data review meetings. Track individual and class-wide progress trends toward the 60% achievement target. Identify students needing intensified support or acceleration. Use assessment data to adjust collaborative problem-solving activities and technology integration strategies to better align with student needs and benchmark mastery.

Action Step #6
Rigor Walks

Person Monitoring:
Darren Brock and Melissa Baxley

By When/Frequency:
Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administrative walkthroughs will be conducted bi-weekly to observe and assess the level of academic rigor present in classroom instruction. Observers will focus on evidence of higher-order thinking, student engagement, instructional strategies that promote critical thinking, and alignment to grade-level standards. These observations will include both planned visits and informal drop-ins to capture authentic classroom practices across all content areas and grade levels.

Area of Focus #2

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

ESSA Subgroups specifically relating to English Language Learners (ELL)

Area of Focus Description and Rationale

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

The primary area of focus for the 2025-2026 academic year is to improve academic proficiency in English Language Arts (ELA) and Mathematics among English Language Learner (ELL) students. Current data from the 2025-2026 assessment cycle highlights significant achievement gaps in learning gains, with only 25% of ELL students demonstrating learning gains in ELA and 8% demonstrating learning gains in Math. This underperformance has a direct impact on student learning outcomes, limiting access to rigorous curriculum opportunities, and hindering long-term academic success. Addressing these disparities is essential to ensure that all students are equitably prepared for college and career readiness.

This focus was identified as a critical need based on the analysis of the 2025-2026 assessment data and the federal accountability indicators. The critically low learning gains for ELL students in both ELA (25%) and Math (8%) fall significantly below the required benchmarks and federal expectations. This shortfall indicates that this subgroup is not making adequate progress and highlights a persistent and urgent achievement gap. The data clearly illustrates that ELL students are not making adequate progress compared to their peers, signaling an urgent need for targeted instructional strategies, culturally and linguistically responsive teaching practices, sheltered instruction methodologies, enhanced English language development support, and increased academic intervention to accelerate learning gains in both ELA and Math.

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.

Analysis of the 2025–2026 Florida Assessment of Student Thinking (FAST) results indicates persistent and concerning achievement gaps for English Language Learner (ELL) students. ELL students demonstrated only 25% learning gains in English Language Arts (ELA). In Mathematics, learning gains significantly below benchmark and ferderal expectations at 8% in 2025–2026. These data underscore the urgent need for enhanced instructional support and targeted interventions for this vulnerable subgroup.

Short Term Goals: During the 2026-2027 school year, rigor walks will serve as a primary monitoring tool to increase observable evidence of explicit, benchmark-aligned instruction and use of scales and rubrics aligned with state standards across classrooms serving ELL students. By mid-year, 70% of classrooms will demonstrate these instructional practices, increasing to 85% by end-of-year (EOY). Concurrent with these instructional improvements, FAST proficiency targets for ELL students are set

at 35% in Mathematics and 41% in ELA by the end of the school year, reflecting meaningful progress from baseline 2025–2026 data.

Long Term Goals: Over the long term, the school commits to sustaining and deepening the implementation of explicit, benchmark-aligned instruction with culturally and linguistically responsive teaching practices. Rigor walks will demonstrate that 85% of classrooms meet these standards by mid-year, progressing to 100% by end-of-year. The ultimate goal is to close the achievement gap for ELL students, with a minimum of 50% of ELL students demonstrating proficiency in all content areas (ELA and Mathematics) by the end of the 2026-2027 school year, with continued growth trajectory toward parity with non-ELL peers in subsequent years.

Monitoring

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

The school leadership team will engage in a thorough weekly review of lesson plans to offer comprehensive support and constructive feedback to educators working with ELL students. Content coaches will actively participate in collaborative planning sessions to facilitate the creation of explicit, intentional, and linguistically responsive instructional strategies that are cohesively aligned with educational standards and English language development objectives. Furthermore, the school leadership team will conduct bi-weekly classroom observations across all grade levels to assess the effectiveness of instructional delivery for ELL students, with particular attention to the integration of sheltered instruction techniques, vocabulary scaffolding, and culturally sustaining practices. In addition, the leadership team will convene on a weekly basis to analyze emerging trends in ELL student performance data and make necessary adjustments to enhance overall instructional quality and language acquisition support for this subgroup.

Person responsible for monitoring outcome

Darren Brock

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:

In order to increase benchmark-aligned instruction in classrooms, we will effectively implement the Marzano Focused Teacher Evaluation Model framework that “provides a methodology to support teacher growth as teachers make instructional shifts necessary to support students in rigorous, standards-based classrooms” (1). The model draws upon data from field research and validation studies, couples with findings from the extant literature on rigorous, standards-based instruction, and scales & rubrics (1)https://www.marzanocenter.com/wp-content/uploads/sites/4/2018/10/

MC06-14-FTEM-White-Paper-1-16-18-Digital-4.pdf (2) https://www.marzanocenter.com/wp-content/uploads/sites/4/2019/04/FTEM_Updated_Michigan_08312017.pdf

Rationale:
Explicit, standards-aligned instruction ensures students have the opportunity to access the targeted grade level expectations. The Marzano Focused teacher Evaluation Model is supported by wide research and demonstrates significantly increased student growth scores (1). The model is comprised of four domains directly tied to student achievement, two, Standards-Based Planning and Standards-Based Instruction, explicitly align to the Area of Focus. (1) https://www.marzanocenter.com/wpcontent/uploads/sites/4/2019/04/FTEM_Updated_Michigan_08312017.pdf

Tier of Evidence-based Intervention:
Tier 2 – Moderate 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
Professional Learning Communities

Person Monitoring:
Darren Brock

By When/Frequency:
Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The implementation of Professional Learning Communities (PLCs) will provide the teachers an opportunity to improve teacher effectiveness and foster student achievement. During the PLCs, teachers will work within content areas to grow the understanding and implementation of student-led academic teams and to continue develop rigorous instruction that is aligned to mastering the standards. By fostering collaborative environments among teachers and enhancing pedagogical practices, students success academic success will improve.

Action Step #2
RIgor Walks

Person Monitoring:
Darren Brock and Melissa Baxley

By When/Frequency:
Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The implementation process will be subject to ongoing monitoring through systematic administrative observations and comprehensive walkthroughs.

Action Step #3
ELD Broadcast Class

Person Monitoring:
Darren Brock and Melissa Baxley

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
An ELD broadcast class reaches multiple schools simultaneously, providing equitable access to high-

quality English language instruction across campuses that might otherwise lack specialized ELD support. This model ensures that all English Language Learners, regardless of their school location, benefit from focused, intensive instruction in listening, speaking, reading, and writing skills. The broadcast format allows for structured progression through proficiency levels from beginner, to intermediate, to advanced with clear benchmarks and real-world application of academic language. The direct impact on academic success is significant. By strengthening literacy skills and English proficiency, ELD students improve their performance not only in English but across all content areas, including math, science, and social studies. This comprehensive language support directly translates to college and career readiness, opening pathways to advanced courses and post-secondary opportunities. This ELD broadcast class will be monitored through review of classroom grades, formative assessments, and standardized test scores in English Language Arts quarterly to measure how ELD instruction transfers to mainstream academic success.

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.

The 8th grade science program requires focused attention on core instructional practices to improve student mastery of science concepts and standards. Current assessment data indicates that students are not meeting proficiency benchmarks at rates comparable to district and state standards. This area of focus targets the alignment of instructional strategies, assessment practices, and student engagement to ensure all 8th grade students develop the foundational science knowledge and skills necessary for success in high school science coursework and beyond.

The identification of this area of focus is grounded in significant and measurable performance data that demands immediate intervention. Our 8th grade science proficiency rate of 47% represents a substantial gap that warrants targeted action. This performance falls 13 percentage points below the district average of 60%, indicating that our 8th grade students are performing considerably lower than their peers in other grade levels and schools within the district. Additionally, 8th grade proficiency falls 6 percentage points below the state average of 53%, demonstrating that our students are not meeting expected performance benchmarks at the state level. The magnitude of this gap, particularly the 13 percentage point deficit compared to district performance, reflects a crucial need that cannot be addressed through minor adjustments alone. This persistent and systemic need requires comprehensive professional development, instructional redesign, and targeted support for both teachers and students.

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.

Short Term: 8th grade science proficiency was 47% in the prior school year 13 percentage points below the district average of 60% and 6 points below the state average of 53%. The school will increase proficiency to 60% by the end of the 2026-2027 school year, a 13-point gain, with an interim semester benchmark of 53%. This ambitious yet achievable goal will guide targeted instructional improvements and progress monitoring.

Long Term: Building upon the achievement of 60% proficiency by the end of 2026-2027, the school establishes a long-term goal of reaching 70% science proficiency by the end of the 2027-2028 school year, with incremental annual progress of approximately 5 percentage points per year beyond that target. This trajectory will involve sustained implementation of evidence-based instructional practices, ongoing professional development for science educators, and continuous refinement of curriculum aligned to rigorous science standards. By progressing from 60% to 70% proficiency, the school will surpass both district and state benchmarks, demonstrating not only that the initial achievement gap has been closed but that our 8th grade students are performing at levels that exceed regional and state expectations.

Monitoring

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

Consistent monitoring is essential to ensure 8th grade science interventions are implemented with fidelity and produce improved student outcomes, with progress tracked from a 47% baseline proficiency rate to 60% by the end of year one and 63% by the end of year two. The school leadership team will conduct weekly reviews of lesson plans to provide comprehensive support and constructive feedback to educators, while content coaches will actively participate in collaborative planning sessions to facilitate the creation of explicit and intentional instructional strategies that are cohesively aligned with educational standards. Bi-weekly classroom observations conducted by school leadership will assess the effectiveness of instructional delivery and implementation fidelity. Impact monitoring will include quarterly benchmark assessments, student growth tracking through a data dashboard, and review of engagement indicators such as attendance, participation, and homework completion, with the annual state science assessment serving as the summative measure of progress. The leadership team will convene weekly to analyze emerging trends in student learning and make necessary adjustments to enhance overall instructional quality. Monitoring data will be reviewed quarterly to guide instructional decisions, assess progress toward semester and annual goals, and trigger timely adjustments when progress is off track. By using data to identify needs, strengthen successful practices, and make responsive changes, the school can maintain accountability, support continuous improvement, and keep the initiative focused on increasing student

proficiency.

Person responsible for monitoring outcome
Darren Brock and Melissa Baxley

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 evidence-based strategy to improve 8th grade science proficiency is student-led academic teaming. This approach organizes students into small, diverse teams with established protocols for engaging in standards-based academic tasks. By working collaboratively, students develop higher-order critical thinking skills and learn to resolve conflicts independently, provide peer coaching, and ensure all team members achieve the learning target (Toth, 2019). (1)Learning Forward: Empowered Students Lead and Learn by Toth https://learningforward.org/wp-content/uploads/2019/10/empowered-students-lead-and-learn.pdf

Rationale:
The Standards Assessment Inventory provided to teachers indicated a need for growth in Creating a Culture of Collaboration and Inquiry. Professional Learning Communities address this need for a “shared culture of excellence and collective responsibility for all learners". (1)The goal of this PLC is to empower teachers to create and implement student-led teams. This evidence-based strategy is designed to support teachers with learning and implementing student led team. (2)As teachers implement the strategies from the PLC, we will support changes and growth to encourage continuation throughout the year and subsequent years. (1)Advancing Outcomes for All Learners: Standards for Professional Learning www.learningforward.com (2)The Effective Implementation of Professional Learning Communities https://files.eric.ed.gov/fulltext/EJ1194725.pdf

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
Student Led Academic Team Professional Development

Person Monitoring:	**By When/Frequency:**
Melissa Baxley	1st Quarter

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The implementation will proceed with a in-depth study of "The Power of Student Teams" involving 8th grade teachers, as well as any new instructional units that have not yet completed training.

Action Step #2
Instructional Empowerment

Person Monitoring:
Darren Brock

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Instructional empowerment will be facilitated through comprehensive training for educators, equipping them with the necessary skills and knowledge to ensure a successful and effective implementation of the curriculum.

Action Step #3
Rigor Walks

Person Monitoring:
Darren Brock and Melissa Baxley

By When/Frequency:
Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The implementation process will be subject to ongoing monitoring through systematic administrative observations and comprehensive walkthroughs.

Action Step #4
Professional Learning Communities

Person Monitoring:
Darren Brock

By When/Frequency:
Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The implementation of Professional Learning Communities (PLCs) will provide the teachers an opportunity to improve teacher effectiveness and foster student achievement. During the PLCs, teachers will work within content areas to grow the understanding and implementation of student-led academic teams and to continue develop rigorous instruction that is aligned to mastering the standards. By fostering collaborative environments among teachers and enhancing pedagogical practices, students success academic success will improve.

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.

To enhance school climate, Martin Luther King Middle School is committed to implementing proactive behavioral interventions and support systems. Focused on reducing the current suspension rate of 155, our Positive Behavioral Interventions and Supports (PBIS) framework will facilitate better student

behavior and engagement. Regular training will equip staff to respond effectively to behavioral challenges

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.

Short Term: Positive Behavior Intervention & Support system will help King Middle School reduce the total amount of office referrals by 10% at mid-year and 20% at EOY. Reducing the number of office referrals will directly impact the amount of in school suspension and out of school suspension and will increase academic success.

Long Term: Positive Behavior Intervention & Support system will help King Middle School reduce total amount of office referrals by 40% at EOY. Reducing the number of office referrals will directly impact the amount of in school suspension and out of school suspension and will increase academic success.

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.

The school leadership team will review discipline data monthly with staff members and PBIS team to provide support and feedback to teachers. Administration, Dean of Students, and Guidance Counselors will be present and support the development and implementation of good classroom management polices, and ensure teachers are establishing and maintaining effective relationships in student-centered classrooms. The school leadership team will meet monthly to review the trends and adjust as needed.

Person responsible for monitoring outcome

Lawrence Renfro

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:

In order to decrease the total number of office referrals, we will effectively implement Positive Behavior Intervention & Support systems to addressing behavior through the prevention-oriented structuring of research-based interventions and supports in a hierarchical and progressive manner for the purpose of improved behavioral and academic outcomes(1). The Marzano Focused Model's Classroom domain: Conditions for Learning with emphasis on the element of establishing and maintaining effective relationships in a student-centered classroom when implemented properly

raises student achievement and engagement, helps improve student behavior, and contributes to a growth mindset(2). (1)https://www.pbisworld.com/faq/ (2)https://www.marzanocenter.com/wp/content/uploads/sites/4/2019/04/FTEM_Updated_Michigan_08312017.pdf

Rationale:
Explicit, student led academic teaming ensures students have the opportunity for increasing critical thinking skills, student engagement skills, and help improve student behavior (1). The Power of Student Teams by Toth and Sousa

Tier of Evidence-based Intervention:
Tier 3 – Promising Evidence

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

Action Steps to Implement:

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

Action Step #1
PBIS Rewards

Person Monitoring:
Lawrence Renfro

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
PBIS team will meet monthly to implement positive rewards.

Action Step #2
Professional Development and Learning Communities

Person Monitoring:
Darren Brock

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will participate in AVID, Marzano, SLAT, Capturing Kids Heart, and Innovative Schools Summit professional development to implement strategies within the classroom.

Action Step #3
Parent Involvement Activities

Person Monitoring:
Ashely Grant

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Organize parent involvement activities and events that build parent capacity. Parent involvement activities will be organized to encourage involvement amoung all stakeholders.

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.

King Middle School communicates the School Improvement Plan through several formal channels including: School Advisory Council (SAC) meetings, official school website at https://kms.santarosaschools.org/en-US?showHomepage=true, and links to relevant documents on our Facebook page.

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)).

King Middle School is dedicated to fostering positive relationships with parents, families, and community stakeholders. This commitment is exemplified through a variety of initiatives including: quarterly School Advisory Council (SAC) meetings, correspondence with local businesses and community partners, orientations, open house events, and a range of parental and family engagement activities. Additionally, we actively seek feedback through surveys and conduct an Annual Title I meeting to ensure that our engagement efforts are effective and meaningful.

For detailed information, our Parental and Family Engagement Plan can be accessed on our school website at https://kms.santarosaschools.org/en-US?howHomepage=true

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 enhance the academic programs within our educational institution, we will implement a multifaceted approach that includes small group instruction, Tier III interventions, and the establishment of a comprehensive Multi-Tiered System of Supports (MTSS). Additionally, we will facilitate Student-Led Teams and conduct grade-level data meetings to analyze and utilize student performance data effectively. Our strategy will incorporate state-approved intervention resources, after-school tutoring programs, and STEAM (Science, Technology, Engineering, Arts, and Mathematics) lessons to foster academic achievement at all levels.

Furthermore, we will prioritize the establishment of Professional Learning Communities and invest in ongoing professional development, ensuring that our instructional practices are aligned with standards-based instruction. This cohesive strategy aims to create an enriched learning environment that supports the diverse needs of our student population.

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)).

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)).

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)).

King Middle School is committed to enhancing student development beyond traditional academic disciplines by implementing a comprehensive array of support services. These services include Resiliency Increasing Skills and Education (RISE) through CDAC counseling, the Rapid Response Team, military counseling, the Behavioral Multi-Tiered System of Supports (MTSS), and a school counseling mentorship program. Through these initiatives, we aim to foster holistic growth in our students, equipping them with essential skills and resources for success in various aspects of their lives.

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)).

The AVID program emphasizes the importance of preparation and awareness regarding postsecondary opportunities. It fosters networking with educational partners including: Locklin Technical College, Pensacola State College's Dual Enrollment program, and the TRIO Educational Talent Search program. Additionally, the program facilitates college visits to enhance students' understanding and exploration of various educational pathways.

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)).

The schoolwide tiered model designed to prevent and address behavioral issues incorporates the Multi-Tiered System of Supports (MTSS), Behavioral Management Plans (BMPs), and the Positive Behavioral Interventions and Supports (PBIS) program.

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)).

King Middle School offers a comprehensive array of professional learning opportunities for teachers, paraprofessionals, and other educational staff. These initiatives include:

• Beginning of Year District Training: Conducted during the pre-planning week, this foundational training equips staff with essential skills and knowledge for the academic year ahead.

• Student-Led Academic Teams: This program fosters collaboration among students and educators, enhancing engagement and ownership of the learning process.

• Micro-Credentialing: This innovative approach allows educators to pursue targeted professional development in specific areas of interest or need, enabling them to enhance their expertise and instructional practices.

• Exceptional Student Education (ESE) Training: Designed to support educators in effectively meeting the diverse needs of students with exceptionalities, this training ensures compliance with best practices and legal requirements.

• Financial Literacy (FIN) Training: This training aims to equip educators with the necessary tools to teach financial literacy, thereby preparing students for informed financial decisionmaking.

• Universal Design for Learning (UDL): This training emphasizes strategies for creating inclusive learning environments that accommodate the diverse needs of all students.

• Book Studies: Engaging in collaborative book studies allows educators to deepen their understanding of pedagogical concepts and share insights with colleagues.

• Capturing Kids' Hearts: This program focuses on building positive relationships and creating a supportive classroom culture, which is essential for student success.

• Advancement Via Individual Determination (AVID): This initiative aims to close the achievement gap by preparing all students for college readiness and success in a global society.

These professional learning opportunities are designed to enhance the skills and effectiveness of educational personnel, ultimately benefiting the students we serve.

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.

Educators will engage in ongoing professional development and participate in professional learning communities throughout the academic year. These initiatives will be closely aligned with their individual goal statements, with a particular focus on fostering student-led teams and implementing Marzano instructional strategies.

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).

On a monthly basis, the principal and assistant principal will engage in collaborative meetings with the school leadership team, and on a quarterly basis, they will meet with the School Advisory Committee (SAC). The primary purpose of these meetings will be to review the allocations of school improvement funding, ensuring that resources are distributed in alignment with the identified needs of the school and with a particular emphasis on designated areas of focus.

During these discussions, specific feedback will be provided, and a dialogue will be initiated regarding any potential barriers that may hinder the effective application of funds within the established areas of focus.

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