R J MURRAY MIDDLE SCHOOL

2025-26 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The RJMMS community will work as One Team to ensure there are No Limits to our students reaching their full potential.

Provide the school's vision statement

R.J. Murray Middle School will prepare all students for high school and post-secondary success.

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
Dr. Esther Seward

esther.seward@stjohns.k12.fl.us

Position Title
Principal

Job Duties and Responsibilities

Duties typically seen by a principal.

Leadership Team Member #2

Employee's Name
Ryan Velsor

Ryan.velsor@stjohns.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

Duties typically seen by an assistant principal.

Leadership Team Member #3

Employee's Name
Marquez Jackson

marquez.jackson@stjohns.k12.fl.us

Position Title
Assistant Principal

Job Duties and Responsibilities

Duties typically seen by an assistant principal.

Leadership Team Member #4

Employee's Name
Kimberlee Pisano

Kimberlee.pisano@stjohns.k12.fl.us

Position Title
Instructional Coach

Job Duties and Responsibilities

Duties typically seen by an instructional literacy coach.

Leadership Team Member #5

Employee's Name
Dawn Brailsford

dawn.brailsfordmoretta@stjohns.k12.fl.us

Position Title
Testing Coordinator

Job Duties and Responsibilities

Duties typically seen by a testing coordinator.

Leadership Team Member #6

Employee's Name

Justin Matthews

justin.matthews@stjohns.k12.fl.us

Position Title
School Advisory Chairperson

Job Duties and Responsibilities

Duties typically seen by a school advisory committee chairperson.

Leadership Team Member #7

Employee's Name
Natashia Berry

Natashia.berry@stjohns.k12.fl.us

Position Title
Dean of Students

Job Duties and Responsibilities

Duties typically seen by a dean of students.

2. Stakeholder Involvement

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

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

The SIP will be discussed, reviewed, and updated as needed with the School Advisory Committee during the first 45 days of school.

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 monitored a minimum of three times during the school year (after each F.A.S.T. assessment). The school leadership teams will analyze F.A.S.T. data after PM1 and PM2 and implement a plan for increasing student achievement after each assessment period. The SIP will be revised as needed to ensure continuous improvement of all students with a targeted focus on Students with Disabilities.

C. Demographic Data

2025-26 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**
2024-25 TITLE I SCHOOL STATUS	**YES**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**90.8%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)** **ENGLISH LANGUAGE LEARNERS (ELL)** **ASIAN STUDENTS (ASN)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: A** **2023-24: B** **2022-23: B** **2021-22: C** **2020-21: C**

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment							227	240	273	740
Absent 10% or more school days							76	89	93	258
One or more suspensions							39	54	31	124
Course failure in English Language Arts (ELA)							0	2	7	9
Course failure in Math							0	2	7	9
Level 1 on statewide ELA assessment							39	54	36	129
Level 1 on statewide Math assessment							26	36	29	91
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators										0

Current Year 2025-26

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

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

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days							78	92	61	231
One or more suspensions							72	74	46	192
Course failure in English Language Arts (ELA)							27	20	17	64
Course failure in Math							27	20	17	64
Level 1 on statewide ELA assessment							47	59	39	145
Level 1 on statewide Math assessment							38	46	27	111
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators							38	53	47	138

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

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times							1	4	10	15

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025 SCHOOL	2025 DISTRICT†	2025 STATE†	2024 SCHOOL	2024 DISTRICT†	2024 STATE†	2023** SCHOOL	2023** DISTRICT†	2023** STATE†
ELA Achievement*	63	74	58	56	72	53	58	71	49
Grade 3 ELA Achievement			27			21			
ELA Learning Gains	58	66	59	55	62	56			
ELA Lowest 25th Percentile	45	55	52	46	54	50			
Math Achievement*	69	80	63	65	81	60	58	79	56
Math Learning Gains	68	72	62	65	73	62			
Math Lowest 25th Percentile	59	63	57	59	65	60			
Science Achievement	63	76	54	52	75	51	60	73	49
Social Studies Achievement*	84	93	73	76	93	70	55	87	68
Middle School Acceleration	67	73	77	70	73	74	68	68	73
Graduation Rate									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	23	57	53		65	49	19	49	40

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	60%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	599
Total Components for the FPPI	10
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
60%	60%	60%	53%	48%		56%

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

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

C. ESSA Subgroup Data Review (pre-populated)

	2024-25 ESSA SUBGROUP DATA SUMMARY			
ESSA SUBGROUP	**FEDERAL PERCENT OF POINTS INDEX**	**SUBGROUP BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%**
Students With Disabilities	42%	No		
English Language Learners	48%	No		
Asian Students	77%	No		
Black/African American Students	46%	No		
Hispanic Students	61%	No		
Multiracial Students	70%	No		
White Students	69%	No		
Economically Disadvantaged Students	55%	No		

D. Accountability Components by Subgroup

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

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	63%		58%	45%	69%	68%	59%	63%	84%	67%			23%
Students With Disabilities	30%		45%	41%	37%	52%	54%	32%	52%	32%			
English Language Learners	38%		48%	50%	50%	71%	58%						23%
Asian Students	69%		54%		92%	92%							
Black/African American Students	36%		43%	35%	38%	51%	48%	37%	70%	53%			
Hispanic Students	65%		56%	52%	71%	75%	64%	61%	90%	60%			20%
Multiracial Students	69%		61%		71%	78%	70%	60%	82%				
White Students	70%		62%	49%	78%	70%	67%	70%	87%	71%			
Economically Disadvantaged Students	49%		52%	45%	56%	63%	58%	44%	75%	53%			

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	56%		55%	46%	65%	65%	59%	52%	76%	70%			
Students With Disabilities	22%		42%	43%	30%	57%	56%	23%	46%	43%			
English Language Learners	33%		58%	46%	33%	68%	62%						
Asian Students	70%		55%		80%	91%							
Black/African American Students	29%		50%	52%	38%	56%	57%	11%	51%	53%			
Hispanic Students	55%		51%	27%	66%	66%	57%	61%	86%	65%			
Multiracial Students	58%		50%		69%	59%							
White Students	65%		58%	48%	73%	68%	60%	61%	82%	72%			
Economically Disadvantaged Students	40%		48%	44%	51%	59%	57%	37%	64%	54%			

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	58%				58%			60%	55%	68%			19%
Students With Disabilities	25%				22%			19%					
English Language Learners	23%				15%								
Asian Students	90%				70%								
Black/African American Students	34%				33%			25%		67%			
Hispanic Students	62%				65%			65%		65%			
Multiracial Students	69%				69%			85%		64%			
White Students	64%				63%			66%		69%			
Economically Disadvantaged Students	44%				44%			45%		52%			

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

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

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

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	64%	76%	-12%	60%	4%
ELA	7	61%	74%	-13%	57%	4%
ELA	8	61%	75%	-14%	55%	6%
Math	6	69%	81%	-12%	60%	9%
Math	7	56%	63%	-7%	50%	6%
Math	8	66%	83%	-17%	57%	9%
Science	8	59%	75%	-16%	49%	10%
Civics		82%	93%	-11%	71%	11%
Biology		100%	90%	10%	71%	29%
Algebra		86%	78%	8%	54%	32%
Geometry		97%	74%	23%	54%	43%
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra			* data suppressed due to fewer than 10 students or all tested students scoring the same.			

III. Planning for Improvement

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

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

Most Improvement

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

Science achievement showed the most improvement overall. The actions we took consisted of providing additional adult support in all standard science classes four to five times a week.

Lowest Performance

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

ELA learning gains for the bottom quartile showed the lowest performance overall. Attendance was a contributing factor; which appears to be a trend.

Greatest Decline

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

African American/Black students showed the greatest decline in ELA learning gains in the the bottom quartile. Attendance and discipline appear to to be the contributing factors to this decline among this subgroup.

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.

When compared to the state, Murray scored above the state average in all components. Geometry had the greatest increase (43%).

EWS Areas of Concern

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

Overall achievement for African American/Black students in ELA and math.
Overall achievement for Students with Disabilities in ELA and math.

Highest Priorities

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

Students with Disabilities overall achievement in ELA.

African American/Black subgroup overall achievement in ELA.

African American/Black subgroup learning gains for bottom quartile in ELA.

Students with Disabilities overall achievement in math.

African American/Black subgroup overall achievement in math.

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.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

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.

Student proficiency overall in reading for each grade level increased accordingly:
6th grade 64% (4% increase from last year); 7th grade 61% (4% increase from last year); 8th grade 61% (6% increase from last year. Despite the overall increase in reading proficiency at each grade level, Students with Disabilities remain the lowest performing subgroup in reading proficiency. Although Students with Disabilities showed an 8% increase in reading proficiency, this subgroup remains a crucial focus.

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.

Students with Disabilities increased in overall proficiency from 22% in 2023-24 to 30% in 2024-25. Currently, there is a 33% gap between the school-wide average in proficiency and the Students with Disabilities average in proficiency. The gap between our Students with Disabilities subgroup and the school-wide average in ELA proficiency will simultaneously increase and narrow by 5% as shown on state exams.

Monitoring

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

F.A.S.T. Assessments - PM1, PM2, and PM3.
PLC data and weekly data discussions.
MTSS - monitoring and review attendance.
Progress report and report grades - quarterly and semester.

By monitoring our Student with Disabilities subgroup through PLCS. MTSS, and academic performance tracking, we can gather the necessary data for targeted instructions, interventions, and

remediation to achieve our objectives.

Person responsible for monitoring outcome
Dr. Esther Seward, Marquez Jackson, and Kimberlee Pisano

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:
1. Identify students by grade level in the subgroup. 2. Create master schedule allowing for maximum support facilitation and co-teaching in ELA. 3. PLC teams, along with district CAST support will track and use data to inform instructional practices. 4. MTSS team will monitor attendance and intervene to reduce absentees/tardies and increase daily attendance. 5. The MTSS team will recommend updated instructional strategies as well as intervention strategies. 6. Provide ongoing professional development focusing on instructional strategies for Students with Disabilities.

Rationale:
Goddard defines collective efficacy as, "the perceptions of teachers in a school that the faculty as a whole can organize and execute the courses of action required to have a positive effect on students" (Goddard, 2003). Hattie submits "Collective Teacher Efficacy" is the collective belief of teachers in their ability to positively affect students. The research of Goddard and Hattie cite collective teacher efficacy and collaboration a having a strong effect size and affect on student achievement.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

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

Action Steps to Implement:

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

Action Step #1
Identify and track students in the subgroup

Person Monitoring:	**By When/Frequency:**
Dr. Esther Seward, Marquez Jackson, Kimberlee Pisano	August 25, 2025 (upon enrollment)/Monitor weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Students with Disabilities scoring below proficiency in ELA and/or math on the 2023-24 FAST PM3 assessment will be identified. 2. PLC teams, along with district CAST support will track and use data to inform instructional practices. 3. MTSS team will monitor attendance and intervene to reduce absences/tardies and increase daily attendance. 4. The MTSS team will recommend updated instructional strategies as well as intervention strategies.

Action Step #2
Scheduling and Professional Development

Person Monitoring:	**By When/Frequency:**
Dr. Esther Seward, Marquez Jackson, Kimberlee Pisano	August 11, 2025/Monthly PD

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Create master schedule allowing for maximum support facilitation and co-teaching in ELA and math courses. 2. Ongoing professional development focusing on instructional strategies for Students with Disabilities.

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.

Student behavior is a contributing factor to a positive learning environment. As we improve student behavior, we decrease negative consequences and time spent out of the classroom. Positive student behavior becomes a contributing factor to teacher retention and a positive school culture. We utilize school-wide PBIS to improve student behavior and the culture of our school.

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.

We will utilize school created currency to reward student behavior school-wide. We will track the amount of currency distributed to staff and spent by students at the school store weekly.

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.

Student discipline data
Bark Bucks - school currency
Classroom PBIS
School-wide PBIS events

Person responsible for monitoring outcome

Ryan Velsor and Natashia Berry

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:
Our PBIS team will implement a school-wide PBIS program and system utilizing school currency (Bark Bucks).

Rationale:
PBIS is a research-based framework for implementing school-wide systems of behavioral support, in a tiered continuum based on student responsiveness to intervention, to help prevent and reduce undesired behavior and improve social and academic behavior outcomes for all students in a school. The National TA Center on PBIS emphasizes PBIS as a "decision making framework that guide selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students." Student behavior is a contributing factor to a positive learning environment. As we improve student behavior, we decrease negative consequences and time spent out of the classroom. Positive student behavior becomes a contributing factor to teacher retention and a positive school culture. We utilize schoolwide PBIS to improve student behavior and the culture of our school.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

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

Action Steps to Implement:

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

Action Step #1
PBIS Implementation and Monitoring

Person Monitoring:	**By When/Frequency:**
Ryan Velsor	August 25, 2025/Monitor weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Create PBIS team. 2. PBIS team will present and train staff on school currency (Bark Bucks) during preplanning. 3. PBIS team meets regularly(twice a month) to plan events and analyze schoolwide data.

Action Step #2
Discipline Reduction and Professional Development

Person Monitoring:	**By When/Frequency:**
Ryan Velsor and Natashia Berry	August 25, 2025/Monitor weekly

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

1. Discipline team meet to discuss data from 2024-24: overall ISS and OSS data; students with 10 or more days of ISS/OSS; Students with Disabilities ISS/OSS data. 2. Discipline team meets regularly (weekly) to analyze schoolwide discipline data. 3. Discipline team will present/share data will faculty and staff monthly. 4. Provide professional development to staff regarding social emotional learning, classroom management, and student engagement.

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 ATSIor 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.

Prior to the start of the school year, administration will review the school improvement funding allocations. School administration and Instructional coaches will meet monthly ensure resources are allocated based on need, researched based, on the district approved curriculum/ resources list, and aligned to state standards. Additionally, school improvement funding allocated for after school tutoring will also be reviewed with district office and school administration personnel in the first semester to ensure resources are allocated based on need.

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).

Timeline during school: August 2025- May 2026

Timeline for after school tutoring: September 2025 – May 15, 2026

To address the specific needs in reading, according to FAST PM3 data from 2024-25 and PM1 for 2025-26; we will utilize Read 180 and Just Words in all Intensive Reading classes. We will secure direct instruction resources to utilize during after school tutoring.

Tutoring will take place 2 days a week (Tuesday/Thursday); 1.5 hours per day.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	**No**

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