St. Johns County School District

FRUIT COVE MIDDLE SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Fruit Cove Middle School is committed to building positive student-teacher relationships, focusing on high academic standards and developing the six pillars of character in all students.

Provide the school's vision statement

Fruit Cove Middle School will inspire in all students good character and a passion for lifelong learning, creating educated and caring contributors to the world.

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

Angela Hensley

angela.hensley@stjohns.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #2

Employee's Name

Lori Sisson

Lori.sisson@stjohns.k12.fl.us

Position Title
ILC

Job Duties and Responsibilities
No Answer Entered

Leadership Team Member #3

Employee's Name
Matt Hodges

Matt.hodges@stjohns.k12.fl.us

Position Title
Asst. Principal

Job Duties and Responsibilities
No Answer Entered

Leadership Team Member #4

Employee's Name
Theresa Cooper

Theresa.cooper@stjohns.k12.fl.us

Position Title
Asst. Principal

Job Duties and Responsibilities
Discipline, PBIS, and Character Counts.

Leadership Team Member #5

Employee's Name
Deb Dill

Debra.Dill@stjohns.k12.fl.us

Position Title
Testing Coordinator/Math Coach

Job Duties and Responsibilities
No Answer Entered

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.

SAC survey data from 2025-2026 was utilized in the development of the plan and the new plan will be discussed and shared with all stakeholders through SAC meeting within 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 through classroom walkthroughs, student progress monitoring, CLTs, and the Leadership Team. Adjustments to the plan will be made as needed based on the data via the action steps.

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	**8.3%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**N/A**
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)** **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.*	**2025-26: A** **2024-25: A** **2023-24: A** **2022-23: A** **2021-22: A**

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment							415	347	440	1,202
Absent 10% or more school days							58	44	54	156
One or more suspensions							19	14	16	49
Course failure in English Language Arts (ELA)							13	7	6	26
Course failure in Math							21	10	46	77
Level 1 on statewide ELA assessment							35	22	29	86
Level 1 on statewide Math assessment							16	11	18	45
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators							47	24	41	112

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
Students retained two or more times										0

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							344	410	401	1,155
Absent 10% or more school days							68	73	86	227
One or more suspensions							7	18	27	52
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment							19	30	18	67
Level 1 on statewide Math assessment							14	17	12	43
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										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							7	18	27	52

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							1		2	3
Students retained two or more times										0

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*	82	77	62	82	74	58	82	72	53
Grade 3 ELA Achievement			19			27			21
ELA Learning Gains	72	67	61	70	66	59	71	62	56
ELA Lowest 25th Percentile	64	57	53	63	55	52	66	54	50
Math Achievement*	86	80	65	87	80	63	89	81	60
Math Learning Gains	74	68	62	78	72	62	80	73	62
Math Lowest 25th Percentile	73	64	57	70	63	57	80	65	60
Science Achievement	81	73	57	87	76	54	87	75	51
Social Studies Achievement*	97	92	77	97	93	73	98	93	70
Graduation Rate									
Middle School Acceleration	83	80	82	81	73	77	79	73	74
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					57	53		65	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)	N/A
OVERALL FPPI – All Students	79%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	712
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
79%	78%	81%	79%	70%	69%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	54%	No		
English Language Learners	57%	No		
Asian Students	88%	No		
Black/African American Students	65%	No		
Hispanic Students	74%	No		
Multiracial Students	80%	No		
White Students	79%	No		
Economically Disadvantaged Students	70%	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	82%		72%	64%	86%	74%	73%	81%	97%	83%			
Students With Disabilities	49%		56%	52%	51%	60%	56%	45%	90%	23%			
English Language Learners	35%		63%	66%	54%	67%	70%	27%	78%	55%			
Asian Students	89%		75%	75%	97%	83%	86%	92%	98%	97%			
Black/African American Students	80%		68%	33%	75%	70%	57%	64%	80%	60%			
Hispanic Students	73%		69%	64%	76%	71%	69%	78%	100%	69%			
Multiracial Students	81%		73%	58%	83%	81%	76%	81%	96%	89%			
White Students	83%		73%	65%	87%	73%	74%	80%	96%	82%			
Economically Disadvantaged Students	68%		68%	56%	73%	73%	50%	70%	88%	87%			

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	82%		70%	63%	87%	78%	70%	87%	97%	81%			65%
Students With Disabilities	51%		59%	60%	55%	65%	61%	59%	84%	28%			
English Language Learners	68%		68%	59%	75%	71%	63%	56%	93%	58%			65%
Asian Students	94%		81%	80%	95%	86%	75%	95%	98%	96%			
Black/African American Students	74%		67%	61%	67%	65%	60%	69%	88%	60%			
Hispanic Students	75%		68%	59%	85%	79%	74%	84%	94%	62%			
Multiracial Students	84%		70%	55%	89%	78%	62%	87%	100%	83%			
White Students	81%		68%	62%	87%	76%	71%	87%	97%	81%			
Economically Disadvantaged Students	63%		60%	47%	72%	74%	59%	75%	95%	74%			

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	82%		71%	66%	89%	80%	80%	87%	98%	79%			
Students With Disabilities	49%		66%	62%	56%	71%	70%	44%	82%	32%			
English Language Learners	69%		66%	68%	82%	83%	79%			50%			
Asian Students	92%		81%	83%	98%	84%	93%	98%	100%	95%			
Black/African American Students	59%		55%	43%	59%	70%	63%						
Hispanic Students	78%		65%	57%	86%	78%	90%	84%	98%	64%			
Multiracial Students	87%		75%	79%	89%	84%	88%	88%	100%	78%			
White Students	80%		70%	67%	88%	79%	78%	86%	97%	77%			
Economically Disadvantaged Students	66%		66%	60%	73%	78%	85%	70%	100%	68%			

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	79%	78%	1%	62%	17%
ELA	7	81%	77%	4%	62%	19%
ELA	8	81%	78%	3%	60%	21%
Math	6	79%	80%	-1%	60%	19%
Math	7	73%	62%	11%	53%	20%
Math	8	77%	79%	-2%	61%	16%
Science	8	79%	74%	5%	52%	27%
Civics	8	96%	93%	3%	75%	21%
Algebra	7	99%	99%	0%	96%	3%
Algebra	8	98%	95%	3%	84%	14%
Geometry	8	100%	99%	1%	95%	5%
Civics	7	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Biology	7	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Biology	8	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Algebra	6	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Geometry	7	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				

III. Planning for Improvement

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

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

Most Improvement

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

Civics, Algebra, and Geometry remained consistent with a slight increase. The most improvement was in 7th grade ELA achievement moving from 77% to 81%. The overall learning gains increased from 70% to 72%. The lowest 25 moved from 63% to 64%. The focus was on school wide PLC collaboration and small group instruction.

Lowest Performance

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

The 7th grade Math achievement was our lowest performing at 73%. The overall Math achievement stayed consistent, however our learning gains for all students dropped from 78% to 74% overall. The achievement level for ELL dropped from 75% to 54% and the SWD students dropped from 55% to 51%.

Greatest Decline

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

The greatest decline was in our 8th grade math proficiency dropping from 84% to 77%. The ELL achievement dropped from 75% to 54% despite 70% of this subgroup making learning gains. Our SWD students also dropped from 55% to 51% proficient.

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.

All of FCMS data points are above the state average and trending in the positive direction.

EWS Areas of Concern

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

Attendance is an area of concern with 13% of our student body being absent more than 10% of the school year.

Highest Priorities

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

Instructional practice when it relates to ELA, Math, and Science.

Increasing proficiency in these areas by at least 2%

Increasing our Middle School acceleration to 90%

Increase student attendance by 3%

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 ELA

Area of Focus Description and Rationale

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

The ELA achievement learning gains for SWD students with a drop from 59% to 56%. The achievement for SWD also dropped from 51% to 40%. The achievement level for ELL students dropped from 68% to 35%. The ELL students also dropped learning gains from 68%-63%. Focusing on the learning gains for these students will ensure that students are learning at a higher level that the previous year and help close the gap between gen. ed. students and SWD/ELL 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.

Increase FAST ELA Reading achievement from 82% to 84%.
Increase SWD FAST ELA achievement from 49% to 51%.
Increase ELL FAST ELA achievement from 35% to 40%.

Monitoring

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

Administration and Instructional coach will review PLC weekly minutes as well as visit the Reading and ELA PLC meetings.

Person responsible for monitoring outcome

Lori Sisson

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:
Description of Intervention #1: PLC teams will meet once a week. PLC teams will review ongoing progress monitoring data which will include formative and summative assessments, Read 180, and FAST PM 1, 2, 3 data. PLC minutes will be kept. PLC minutes will record how the team analyzes data, identifies areas of need, and plans for instruction.

Rationale:
PLC's purpose is to foster continuous professional development, enhance collaboration, and improve student achievement through shared learning.

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
Weekly PLC meetings.

Person Monitoring:
Lori Sisson

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
PLC teams will plan, and review data. PLC teams will reflect on effectiveness of strategies and review PM 1 and 2 data, common formatives and common summatives.

Action Step #2
Professional Learning

Person Monitoring:
Angela Hensley

By When/Frequency:
PL Wednesdays/ Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Professional learning opportunities will be provided by instructional literacy coach. Professional learning topics will be on the PLC process, reviewing data and planning targeted instruction. Monitoring will be through reveiwing PM data, summative data and PLC minutes.

Area of Focus #2

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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

The greatest decline was in our 8th grade FAST Math achievement dropping from 84% to 77%. The ELL FAST Math achievement dropped from 75% to 54% despite 70% of this subgroup making learning gains. The FAST Math SWD subgroup math achievement dropped from 55% to 51% proficient.

Measurable Outcome

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

Increase FAST Math achievement from 86% to 88%.
Increase 8th grade FAST Math achievement from 77% to 79%.
Increae SWD FAST Math learning gains from 56%-58%.
Increase ELL FAST Math achievement from 67% to 69%.

Monitoring

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

Administration and math coach will review PLC weekly minutes as well as visit the Math PLC meetings.

Person responsible for monitoring outcome

Debbie Dill

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:

Description of Intervention #1: PLC teams will meet once a week. PLC teams will review ongoing progress monitoring data which will include formative/ summative assessments, and FAST PM 1, 2, 3 data. PLC minutes will be kept. PLC minutes will record how the team analyzes data, identifies areas of need, and plans for instruction.

Rationale:

PLC's purpose is to foster continuous professional development, enhance collaboration, and improve student achievement through shared learning.

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
Weekly PLC Meetings

Person Monitoring:
Debbie Dill

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
PLC teams will plan, and review data. PLC teams will reflect on effectiveness of strategies and review PM 1 and 2 data, common formatives and common summatives.

Action Step #2
Professional Learning

Person Monitoring:
Angela Hensley

By When/Frequency:
PL Wednesdays/ Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Professional learning opportunities will be provided by instructional literacy coach and math coach. Professional learning topics will be on the PLC process, reviewing data and planning targeted instruction. Monitoring will be through reveiwing PM data, summative data and PLC minutes.

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 overall science achievement dropped from 87% to 81%.

Measurable Outcome

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

Increase Science achievement from 81% to 83%.

Monitoring

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

Administration and Instructional coach will review PLC weekly minutes and visit the Science PLC meetings.

Person responsible for monitoring outcome

Angie Hensley

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:

Description of Intervention #1: PLC teams will meet once a week. PLC teams will review ongoing progress monitoring data which will include formative and summative assessments, and FAST PM 1, 2, 3 data. PLC minutes will be kept. PLC minutes will record how the team analyzes data, identifies areas of need, and plans for instruction.

Rationale:

PLC's purpose is to foster continuous professional development, enhance collaboration, and improve student achievement through shared learning.

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

Weekly PLC Meetings

Person Monitoring:	**By When/Frequency:**
Angela Hensley	Weekly

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

PLC teams will plan, and review data. PLC teams will reflect on effectiveness of strategies and review PM 1 and 2 data, common formatives and common summatives.

Action Step #2

Professional Learning

Person Monitoring:	**By When/Frequency:**
Angela Hensley	PL Wednesdays/ Monthly

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

Professional learning opportunities will be provided by instructional literacy coach. Professional learning topics will be on the PLC process, reviewing data and planning targeted instruction. Monitoring will be through reveiwing PM data, summative data and PLC minutes.

Area of Focus #4

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

Graduation/Acceleration specifically relating to Acceleration

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.

Increase in acceleration will provide students with increased opportunity to have access to higher level courses as they move through high school.

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.

To increase FCMS Middle School Accerelation from 83% to 90% this school year.

Monitoring

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

FAST scores will be reviewed. Guidance counselors, teachers will make course recommedations that meet the district criteria for acceleration.

Person responsible for monitoring outcome

Matt Hodges

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:

Academic Acceleration

Rationale:

Decades of educational research show that academic acceleration—such as grade-skipping, subject acceleration, or dual enrollment—is one of the most effective and well-supported interventions for high-ability students. Accelerated students consistently outperform non-accelerated peers on standardized tests, earn higher grades, and experience positive or neutral social-emotional outcome

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
Scheduling

Person Monitoring:
Matt Hodges

By When/Frequency:
Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Guidance counselors and administration will review student placement when scheduling new students. They will inform teachers about course recommendations criteria in the spring and review placements after PM 3 progress monitoring when scheduling students for next year.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

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

Student attendance for the 2025-2026 school year was higher than in previous years, however 13% of our student population had poor attendance last year. There were 58 sixth graders, 44 seventh graders, and 54 eighth graders who were on the EWS attendance report for last school year. Attendance impacts student achievement, development, and graduation rates. Students who are chronically absent miss
instruction that solidifies their knowledge base for the years to come.

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

Increase overall school attendance by 3% and to reduce chronic absenteeism from 13% to 10% this school year.

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

Attendance will be monitored through the Early Warning Signs system through MTSS on a biweekly basis. The attendance clerk will run attendance reports on biweekly basis and counselors and deans

will contact families.

Person responsible for monitoring outcome
Matt Hodges

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:
Students with chronic absences tend to struggle academically and may not benefit fully from all school has to offer. A positive school climate has been shown to reduce absenteeism and promote academic success.

Rationale:
Providing a positive school climate that encourages attendance will help students to be more successful in school.

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
Reward Positive Attendance through PBIS.

Person Monitoring:
Theresa Cooper

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
FCMS will use the PBIS support system to recognize and reward students for good attendance to reinforce positive behavior. This will aid in promoting a positive school culture.
A new behavior contract for all students includes attendance to school as one of the criteria to participate in additional school based activities.

Action Step #2
Identify and communicate At-Risk Students.

Person Monitoring:
Matt Hodges

By When/Frequency:
biweekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
MTSS team will review EWS to identify students at-risk of missing school. Guidance counselors will make contact with the students and families to help address root causes and to provide support.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

No Answer Entered

Plans to Strengthen the Academic Program

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

No Answer Entered

How Plan is Developed

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

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

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

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

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

VII. Budget to Support Areas of Focus

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

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