Marion County Public Schools

HOWARD MIDDLE SCHOOL

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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 10

D. Early Warning Systems 11

II. Needs Assessment/Data Review 14

A. ESSA School, District, State Comparison 15

B. ESSA School-Level Data Review 16

C. ESSA Subgroup Data Review 17

D. Accountability Components by Subgroup 18

E. Grade Level Data Review 21

III. Planning for Improvement 22

IV. Positive Learning Environment 32

V. Title I Requirements (optional) 37

VI. ATSI, TSI and CSI Resource Review 41

VII. Budget to Support Areas of Focus 43

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

At Howard Middle School, our mission is to inspire and empower every student to achieve academic excellence, demonstrate integrity, embrace diversity, and become lifelong learners who positively contribute to their community and the world. Through rigorous instruction, meaningful relationships, and a safe and supportive environment, we prepare students for success in high school, college, careers, and life.

Provide the school's vision statement

Howard Middle School will be a premier learning community where every student is empowered to achieve excellence, think critically, lead with character, and embrace opportunities that prepare them for success in high school, college, careers, and life.

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. Dion Gary

Dion.gary@marion.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

The School Principal must create the conditions that help the adults in the school continually improve upon their collective capacity to ensure all students acquire the knowledge, skills, and dispositions essential to the success of all students and the school. Establishes a coherent sense of purpose, direction, and goals essential to improving the school. Provides time, structures, and resources to support improvement efforts. To focus the school on student performance and a process of continuous school improvement that involves and informs all members of the school community in this work. To work collaboratively to plan, implement, and assess school change initiatives to ensure alignment and focus on intended results. Evaluating teachers and learning materials to determine areas where improvement is needed. Development of the master schedule. Analyze Data Results. Promote a positive, caring climate for learning. To improve student outcomes and close the achievement gap.

Leadership Team Member #2

Employee's Name
Mrs. January Trapp -

January.Trapp@marion.k12.fl.us

Position Title
Assistant Principal of Curriculum

Job Duties and Responsibilities

Assist the school principal in overall administration of the instructional program and campus-level operations. Help the principal develop, maintain, and use information systems to maintain and records to track progress on campus performance objectives and academic excellence indicators. Supervise operations in the principal's absence. Share supervisory responsibility for professional staff with the school principal. Supervise teachers, custodians, paraprofessionals, clerical personnel, and others as assigned. Coordinate assigned student activities and services. Coordinate and plan class schedules, student schedules, teacher rosters, and class size. To work collaboratively to plan, implement, and assess school change initiatives to ensure alignment and focus on intended results. To improve student outcomes and close the achievement gap. Working with teachers to develop curriculum standards. Evaluating teachers and learning materials to determine areas where improvement is needed. Promote a positive, caring climate for learning. Development of the Master Schedule. Articulate the school's mission to the community and solicit its support in realizing the mission. Analyze Data results and other duties as assigned.

Leadership Team Member #3

Employee's Name
Dr. Jennifer Robinson

Jennifer.Robinson@marion.k12.fl.us

Position Title
Assistant Principal of Instruction

Job Duties and Responsibilities

Assist the school principal in overall administration of the instructional program and campus-level operations. Help the principal develop, maintain, and use information systems to maintain and records to track progress on campus performance objectives and academic excellence indicators. Supervise operations in the principal's absence. Share supervisory responsibility for professional staff with the school principal. Supervise teachers, custodians, paraprofessionals, clerical personnel, and others as assigned. Coordinate assigned student activities and services. Coordinate and plan school-wide professional learning. To work collaboratively to plan, implement, and assess school change initiatives to ensure alignment and focus on intended results. To improve student outcomes and close the achievement gap. Working with teachers to develop curriculum standards. Evaluating teachers and learning materials to determine areas where improvement is needed. Promote a positive, caring climate for learning. Articulate the school's mission to the community and solicit its support in realizing the mission. Analyze Data results. Other duties as assigned.

Leadership Team Member #4

Employee's Name
Nathaniel Smith

TBA

Position Title
Assistant Principal of Discipline

Job Duties and Responsibilities

Assist the school principal in overall administration of the instructional program and campus-level operations. Help the principal develop, maintain, and use information systems to maintain and records to track progress on campus performance objectives and academic excellence indicators. Supervise operations in the principal's absence. Share supervisory responsibility for professional staff with the school principal. Supervise teachers, custodians, paraprofessionals, clerical personnel and others as assigned. Coordinate assigned student activities and services. To work collaboratively to plan, implement, and assess school change initiatives to ensure alignment and focus on intended results. To improve student outcomes and close the achievement gap. Responding to major disciplinary issues that keep students and staff safe. Developing and maintaining school safety procedures. Coordinating use of school facilities for day-to-day activities and special events. Evaluating teachers and learning materials to determine areas where improvement is needed. Development of the master schedule. Promote a positive, caring climate for learning. Coordinate with

safety inspections and safety-drill practice activities. Help to develop a student discipline management system that results in positive student behavior. Articulate the school's mission to the community and solicit its support in realizing the mission. Analyze Data results and other duties as assigned.

Leadership Team Member #5

Employee's Name
Matthew Daubenmire

Matthew.Daubenmire@marion.k12.fl.us

Position Title
Student Services Manager

Job Duties and Responsibilities

Meeting with parents to discuss student behavioral or learning problems. Responding to daily disciplinary issues. Developing and maintaining school safety procedures. Promoting a positive, caring climate for learning. Assisting with safety inspections and safety-drill practice activities. Help to develop a student discipline management system that results in positive student behavior. Articulate the school's mission to the community and solicit its support in realizing the mission. Assists in the development, implementation, and evaluation of intervention programs that address the needs of at-risk students. Develops and administers disciplinary procedures in accordance with district policies and state laws; receives referrals and confers with students, parents, teachers, community agencies, and law enforcement; responds to and resolves parent, student, and staff concerns and complaints; completes other duties as assigned.

Leadership Team Member #6

Employee's Name
Veronica Arnold

Veronica.Arnold@marion.k12.fl.us

Position Title
Student Services Manager

Job Duties and Responsibilities

Meeting with parents to discuss student behavioral or learning problems. Responding to daily disciplinary issues. Developing and maintaining school safety procedures. Promoting a positive, caring climate for learning. Assisting with safety inspections and safety-drill practice activities. Help to develop a student discipline management system that results in positive student behavior. Articulate the school's mission to the community and solicit its support in realizing the mission. Assists in the

development, implementation, and evaluation of intervention programs that address the needs of at-risk students. Develops and administers disciplinary procedures in accordance with district policies and state laws; receives referrals and confers with students, parents, teachers, community agencies, and law enforcement; responds to and resolves parent, student, and staff concerns and complaints; completes other duties as assigned.

Leadership Team Member #7

Employee's Name
Heather Howard

Howard.Howard@marion.k12.fl.us

Position Title
School Counselor

Job Duties and Responsibilities

Meeting with parents to discuss student behavioral or learning problems. Conduct conferences on student and school issues with parents, students, and teachers. Promote a positive, caring climate for learning. Articulate the school's mission to the community and solicit its support in realizing the mission. Other duties as assigned. Identify behavioral problems and act appropriately to remedy the situation. Pay attention to societal and cultural differences in all student matters.

Leadership Team Member #8

Employee's Name
Kiticha Sapp

Kiticha.Sapp@marion.k12.fl.us

Position Title
School Counselor

Job Duties and Responsibilities

Meeting with parents to discuss student behavioral or learning problems. Conduct conferences on student and school issues with parents, students, and teachers. Promote a positive, caring climate for learning. Articulate the school's mission to the community and solicit its support in realizing the mission. Complete other duties as assigned. Identify behavioral problems and act appropriately to remedy the situation. Pay attention to societal and cultural differences in all student matters.

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.

Howard Middle School utilized a collaborative and inclusive process to develop the School Improvement Plan (SIP), ensuring that the perspectives of all stakeholders were represented and valued. Input was gathered from the School Leadership Team, teachers and staff, students, parents and families, and community partners to identify priorities, analyze school performance data, and establish goals and action steps aligned with the school's mission and vision.

School Leadership Team
The School Leadership Team (SLT) played a central role in the SIP development process. Team members reviewed multiple sources of data, including state assessment results, progress monitoring data, attendance records, discipline data, and stakeholder survey results. The SLT identified areas of strength and opportunities for growth and facilitated discussions regarding school-wide priorities. Their analysis informed the development of measurable goals, strategies, and monitoring processes.

Teachers and School Staff
Teachers and staff provided valuable input through faculty meetings, collaborative planning sessions, professional learning community (PLC) discussions, and surveys. Staff members reviewed academic and behavioral data within their departments and grade levels, identified barriers to student achievement, and recommended evidence-based strategies to improve student outcomes. Feedback from instructional and support personnel helped shape the action plans, professional development priorities, and student support initiatives included in the SIP.

Students
As a secondary school, Howard Middle School actively sought student voice during the SIP development process. Students provided feedback through surveys, student leadership groups, classroom discussions, and school climate activities. Their input highlighted strengths and concerns related to school culture, engagement, safety, academic support, and extracurricular opportunities. Student perspectives helped guide decisions related to school climate initiatives, student engagement strategies, and academic support systems.

Parents and Families
Parent and family involvement was encouraged through surveys, School Advisory Council (SAC) meetings, family engagement events, and parent conferences. Families were provided opportunities to review school data and discuss priorities for student success. Feedback from parents helped identify areas for improvement related to communication, academic support, school safety, and family engagement. This input was incorporated into the SIP to strengthen home-school partnerships and increase opportunities for meaningful family involvement.

Business and Community Leaders
Howard Middle School collaborated with business and community partners through SAC participation, community meetings, mentoring programs, and school partnerships. Community stakeholders provided insight into workforce readiness, character development, and community needs. Their recommendations supported the development of initiatives focused on college and career readiness, student leadership, and community engagement.

Use of Stakeholder Input
Feedback collected from all stakeholder groups was analyzed alongside academic, behavioral, and climate data to ensure the SIP reflected the needs of the entire school community. Stakeholder input directly influenced the identification of school improvement goals, the selection of evidence-based instructional and support strategies, and the development of family and community engagement activities. Ongoing opportunities for stakeholder feedback will continue throughout the implementation and monitoring of the SIP to ensure continuous improvement and shared accountability for student success.
Through this collaborative process, Howard Middle School developed a comprehensive School Improvement Plan that reflects the collective vision of students, families, staff, and community partners and supports the school's commitment to high levels of learning for all students.

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)).

Howard Middle School will implement a systematic process to regularly monitor the effectiveness of the School Improvement Plan (SIP) and its impact on increasing student achievement, with a particular focus on students demonstrating the greatest achievement gaps. School leadership, instructional staff, and stakeholders will utilize multiple sources of data to evaluate progress toward

SIP goals and ensure alignment with state academic standards.

The School Leadership Team (SLT), administration, instructional coaches, and department leaders will review student performance data on a monthly basis through Professional Learning Community (PLC) meetings, data chats, leadership meetings, and progress-monitoring cycles. Key indicators such as FAST assessment results, common formative assessments, benchmark data, classroom performance, attendance, behavior, and subgroup achievement data will be analyzed to determine the effectiveness of instructional strategies and interventions. Special attention will be given to the performance of English Language Learners, students with disabilities, economically disadvantaged students, and other identified subgroup populations to ensure achievement gaps are being addressed.

Teachers and instructional leaders will engage in regular classroom walkthroughs, instructional rounds, and lesson plan reviews to monitor the implementation fidelity of evidence-based instructional practices outlined in the SIP. Feedback from these observations will be used to provide targeted coaching, professional development, and support to staff members. Progress monitoring data will be shared regularly with teachers so instructional adjustments can be made in real time to meet student needs.

Howard Middle School will foster ongoing collaboration with stakeholders by collecting input from students, families, faculty, School Advisory Council (SAC) members, district personnel, and community partners through surveys, meetings, conferences, and SAC presentations. Stakeholders will have opportunities throughout the year to review school progress, discuss barriers to success, and provide recommendations for improvement.

If monitoring data indicates that expected progress is not being achieved, the School Leadership Team will revise action steps, interventions, resource allocations, and professional learning plans as needed. Revisions will be based on data analysis and stakeholder feedback to ensure that strategies remain responsive to student needs and focused on closing achievement gaps. Updated information regarding SIP progress and modifications will be communicated to stakeholders through SAC meetings, faculty meetings, family engagement activities, and school communication platforms.

Through continuous monitoring, collaborative problem-solving, and stakeholder engagement, Howard Middle School will ensure the SIP remains a living document that drives continuous improvement, supports equitable outcomes for all students, and advances student achievement toward meeting and exceeding Florida's academic standards.

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	**90.9%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**CSI**
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: C** **2024-25: C** **2023-24: B** **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							391	362	350	1,103
Absent 10% or more school days							21	13	15	49
One or more suspensions							70	64	47	181
Course failure in English Language Arts (ELA)							31	61	52	144
Course failure in Math							7	8	15	30
Level 1 on statewide ELA assessment							71	56	66	193
Level 1 on statewide Math assessment							95	51	47	193
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							60	54	44	158

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							5	2	16	23
Students retained two or more times							0	0	0	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							372	350	302	1,024
Absent 10% or more school days							18	11	12	41
One or more suspensions							63	54	48	165
Course failure in English Language Arts (ELA)							25	55	47	127
Course failure in Math								4	10	14
Level 1 on statewide ELA assessment							65	53	63	181
Level 1 on statewide Math assessment							82	47	42	171
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							12	9	9	30

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	4	5	10
Students retained two or more times							1		1	2

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	56	54	62	54	51	58	50	45	53
Grade 3 ELA Achievement			19			27			21
ELA Learning Gains	55	57	61	52	56	59	53	52	56
ELA Lowest 25th Percentile	41	50	53	48	49	52	49	48	50
Math Achievement*	58	56	65	58	54	63	57	52	60
Math Learning Gains	59	59	62	53	57	62	60	57	62
Math Lowest 25th Percentile	43	53	57	45	53	57	62	60	60
Science Achievement	43	48	57	45	42	54	44	40	51
Social Studies Achievement*	68	68	77	66	68	73	59	57	70
Graduation Rate									
Middle School Acceleration	67	76	82	75	75	77	79	70	74
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					52	53		54	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)	CSI
OVERALL FPPI – All Students	54%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	490
Total Components for the FPPI	9
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	**2024-25**	**2023-24**	**2022-23**	**2021-22**	**2020-21****	**2019-20***
54%	51%	57%	50%	45%	49%	

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	34%	Yes	7	
English Language Learners	45%	No		
Asian Students	88%	No		
Black/African American Students	43%	No		
Hispanic Students	54%	No		
Multiracial Students	63%	No		
White Students	59%	No		
Economically Disadvantaged Students	48%	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%		55%	41%	58%	59%	43%	43%	68%	67%			
Students With Disabilities	28%		42%	36%	35%	49%	38%	27%	46%	8%			
English Language Learners	34%		46%	40%	46%	55%	52%	10%	66%	60%			
Asian Students	93%		72%		93%	74%		90%	100%	92%			
Black/African American Students	40%		47%	40%	41%	49%	42%	27%	56%	42%			
Hispanic Students	53%		55%	44%	59%	58%	48%	37%	67%	67%			
Multiracial Students	68%		66%	50%	61%	69%	42%	50%	80%	77%			
White Students	66%		61%	40%	69%	66%	39%	54%	74%	66%			
Economically Disadvantaged Students	47%		50%	41%	48%	54%	43%	31%	63%	53%			

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	54%		52%	48%	58%	53%	45%	45%	66%	75%			17%
Students With Disabilities	31%		47%	40%	39%	43%	32%	31%	26%	33%			
English Language Learners	29%		38%	24%	36%	42%	38%	13%	46%				17%
Asian Students	87%		73%		97%	74%		74%	100%	92%			
Black/African American Students	43%		45%	53%	43%	50%	52%	28%	57%	61%			
Hispanic Students	46%		46%	41%	55%	49%	39%	35%	56%	76%			19%
Multiracial Students	55%		61%	40%	62%	55%		50%	64%	80%			
White Students	66%		57%	51%	69%	56%	38%	66%	74%	75%			
Economically Disadvantaged Students	42%		49%	51%	48%	51%	46%	33%	56%	62%			

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	50%		53%	49%	57%	60%	62%	44%	59%	79%			
Students With Disabilities	21%		47%	41%	24%	56%	58%	6%	43%				
English Language Learners	20%		42%	35%	29%	57%	57%	10%	16%				
Asian Students	97%		71%		93%	78%		82%	91%	94%			
Black/African American Students	32%		47%	50%	40%	53%	54%	17%	47%	67%			
Hispanic Students	39%		44%	36%	44%	56%	52%	34%	47%	67%			
Multiracial Students	65%		61%		69%	64%		68%	58%	81%			
White Students	65%		62%	66%	75%	67%	91%	68%	80%	83%			
Economically Disadvantaged Students	37%		46%	47%	44%	55%	56%	28%	49%	65%			

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	56%	51%	5%	62%	-6%
ELA	7	50%	53%	-3%	62%	-12%
ELA	8	52%	54%	-2%	60%	-8%
Math	6	53%	47%	6%	60%	-7%
Math	7	44%	43%	1%	53%	-9%
Math	8	46%	54%	-8%	61%	-15%
Science	8	40%	47%	-7%	52%	-12%
Civics	7	66%	68%	-2%	77%	-11%
Algebra	7	89%	96%	-7%	96%	-7%
Algebra	8	78%	81%	-3%	84%	-6%
Geometry	8	78%	92%	-14%	95%	-17%
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?

The area that demonstrated the greatest improvement at Howard Middle School was Mathematics Learning Gains. During the 2024-2025 school year, the school achieved 53% learning gains, and in the 2025-2026 school year, learning gains increased to 59%, representing a 6 percentage point increase. This increase reflects the most significant gain among all schoolwide proficiency measures and demonstrates the positive impact of the school's instructional efforts. A key factor contributing to this success was Howard Middle School's commitment to ensuring that students received high-quality, standards-aligned instruction from a certified and qualified mathematics teacher throughout the entire school year. Maintaining instructional continuity and teacher stability allowed for consistent implementation of the curriculum, effective progress monitoring, and timely intervention for students who required additional support.

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 data component that demonstrated the lowest performance at Howard Middle School was ELA Learning Gains for the Lowest 25%, which achieved 41% during the 2025-2026 school year. This area has historically been a challenge for the school and continues to represent a significant opportunity for improvement. A primary contributing factor has been the difficulty in maintaining a certified and highly qualified ELA teacher consistently in the classroom throughout the school year. Staffing challenges and disruptions in instructional continuity have impacted the school's ability to provide the consistent, high-quality literacy instruction needed to accelerate learning for students in the lowest-performing quartile. As a result, these students have not consistently received the targeted, differentiated support necessary to make sufficient learning gains.

Greatest Decline

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

The area that showed the greatest decline at Howard Middle School was Middle School Acceleration, which decreased from 75% in 2024-2025 to 67% in 2025-2026, representing an 8 percentage point

decline. This decrease reflects the most significant reduction in performance among the school's accountability components and indicates a need for focused improvement efforts in advanced coursework and acceleration opportunities. A major factor contributing to this decline was the lack of consistent, high-quality instruction in acceleration courses and programs. Challenges related to staffing, instructional consistency, and course implementation affected students' ability to successfully complete acceleration opportunities and meet performance expectations. When students do not have consistent access to highly effective instruction, their readiness for advanced coursework and success in accelerated learning environments can be negatively impacted.

Greatest Gap

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

The area with the greatest achievement gap between Howard Middle School and the state average was Science Achievement. During the 2025-2026 school year, 43% of Howard Middle School students scored proficient in Science, compared to the state average of 57%, resulting in a 14 percentage point gap. A primary factor contributing to this disparity was the lack of consistent, high-quality instruction in science classrooms. Challenges related to staffing, teacher experience, and instructional continuity limited students' access to rigorous, standards-aligned science instruction throughout the school year. As a result, students were not consistently provided with the level of instruction needed to master grade-level science benchmarks and demonstrate proficiency on state assessments.

EWS Areas of Concern

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

Reflecting on the Early Warning System (EWS) data from Part I, one of the most significant areas of concern is the high number of Level 1 students in Reading and English Language Arts (ELA). Students performing at Level 1 are considerably below grade-level expectations and are at increased risk of continued academic struggles, particularly as literacy skills impact success across all content areas. The large percentage of Level 1 students in Reading and ELA suggests that many students enter or remain at Howard Middle School with significant foundational literacy gaps. These deficits may affect students' ability to comprehend complex texts, write effectively, and successfully access grade-level coursework. Additionally, the school's historically low performance in ELA Learning Gains for the Lowest 25% indicates that many struggling readers are not making sufficient progress toward proficiency.

To address this concern, Howard Middle School will continue to focus on strengthening literacy instruction through the implementation of evidence-based reading strategies, targeted interventions, frequent progress monitoring, and data-driven instructional planning. The school will also prioritize ensuring that students receive consistent, high-quality instruction from certified ELA teachers and interventionists. Through these efforts, the school aims to reduce the number of Level 1 students,

increase learning gains, and improve overall student achievement in Reading and ELA.

Highest Priorities

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

After reviewing student achievement data, early warning indicators, and school performance trends, Howard Middle School has identified the following as its highest priorities for the upcoming school year:

1. Increase Achievement for Level 1 Students in ELA and Mathematics
The school's highest priority is to increase academic achievement among students performing at Level 1 in English Language Arts (ELA) and Mathematics. These students are significantly below grade-level expectations and require targeted interventions, differentiated instruction, and ongoing progress monitoring to accelerate learning. Howard Middle School will focus on providing high-quality, standards-aligned instruction, strengthening intervention supports, utilizing data-driven instructional practices, and ensuring that students receive timely academic assistance. Special emphasis will be placed on improving learning gains for the lowest-performing students to reduce achievement gaps and increase overall proficiency.

2. Increase Schoolwide Science Achievement
A second priority is to improve schoolwide science achievement. Science proficiency was identified as the area with the largest gap when compared to the state average, highlighting a need for enhanced instructional practices and student support. Howard Middle School will work to strengthen science instruction by ensuring consistent, high-quality teaching, increasing student engagement in standards-based learning activities, utilizing formative assessment data to guide instruction, and providing targeted interventions for students who demonstrate learning gaps. These efforts will be designed to increase student mastery of Florida's science standards and improve overall proficiency rates.

3. Improve Schoolwide Acceleration
The third priority is to improve schoolwide acceleration outcomes. After experiencing a decline in Middle School Acceleration performance, the school will focus on increasing student participation and success in advanced academic opportunities. Howard Middle School will strengthen supports for students enrolled in acceleration courses, ensure access to highly effective instruction, monitor student progress regularly, and provide interventions when needed. The school will also work to increase awareness of acceleration opportunities among students and families while fostering a culture that promotes academic rigor and college and career readiness.
By focusing on these three priorities, increasing achievement for Level 1 students in ELA and Mathematics, improving science achievement, and strengthening acceleration outcomes, Howard

Middle School will continue its efforts to raise student performance, close achievement gaps, and ensure all students are prepared for future academic success.

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.

If we actively cultivate a culture of continuous improvement through planning, collaboration, and professional development, along with a coherent curriculum that engages and inspires students, THEN, that will lead to high-quality authentic learning experiences for each and every student, especially students who are Economically Disadvantaged.

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.

If core academic teachers are provided with extended time for collaborative planning, professional development, data analysis, and access to high-quality instructional resources, then Howard Middle School will increase overall schoolwide proficiency from 54% to 59% during the 2026-2027 school year. This increase will be achieved through stronger instructional practices, increased alignment to state standards, improved data-driven decision-making, and more effective intervention and enrichment opportunities for students.

As a result of these supports, the school anticipates the following increases in proficiency within the core academic areas:

- English Language Arts (ELA): 58% proficiency
- Mathematics: 60% proficiency
- Science: 45% proficiency
- Social Studies: 72% proficiency

These outcomes reflect Howard Middle School's commitment to improving the quality and consistency of instruction, increasing student achievement across all content areas, and closing achievement gaps for students who are performing below grade level. Progress toward these goals will be monitored regularly through formative assessments, district assessments, state assessment data, classroom walkthroughs, and collaborative data review meetings to ensure continuous improvement and successful implementation of School Improvement Plan strategies.

Monitoring

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

Howard Middle School will implement a comprehensive monitoring system to ensure the effective implementation of School Improvement Plan (SIP) strategies and to measure their impact on increasing student achievement, particularly for students with the greatest academic needs.
The Administrative Team, including the Principal and Assistant Principals, will regularly observe classroom instruction with a specific focus on small-group instruction, student engagement, standards-based teaching, and the implementation of intervention strategies. Administrators will provide timely feedback to teachers and support continuous instructional improvement through coaching and professional learning opportunities. The Principal, Assistant Principals, or both will actively participate in Professional Learning Community (PLC) meetings to support instructional planning, data analysis, and collaborative problem-solving. Teacher teams will monitor student progress through multiple data sources, including formative assessments, standards mastery assessments, PM1, PM2, PM3, District Progress Monitoring Assessments (DPMAs), Benchmark Assessments (BAs), district assessments, and Performance Matters reports. The School Leadership Team will meet weekly to evaluate the effectiveness of Tier 1 instruction, review student achievement data, identify trends, and determine areas requiring additional support. The team will use this information to adjust instructional plans, allocate resources, and plan targeted professional development to address identified needs. School administration will continuously monitor the conditions of instruction, curriculum implementation, and instructional practices to ensure that all students have access to rigorous, standards-aligned learning experiences delivered through high-quality teaching. Particular attention will be given to students performing below grade level and those identified in achievement gap subgroups to ensure instructional strategies are producing the desired outcomes.

Person responsible for monitoring outcome

Dr. Dion Gary

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:

Howard Middle School's strategy of providing teachers with dedicated time for planning, collaboration, professional learning, and access to instructional resources is grounded in the research-based framework of the Five Essentials for School Improvement. Research demonstrates that schools are more likely to improve student outcomes when they establish strong systems that support effective teaching and continuous improvement. Specifically, this strategy aligns with the Essential of Collaborative Teachers, which emphasizes the importance of teachers working together to analyze

student data, align instruction, share effective practices, and develop collective responsibility for student success. When teachers are provided with structured opportunities to collaborate, they are better equipped to identify student learning needs, plan targeted instruction, and implement interventions that improve academic achievement. This strategy also aligns with the Essential of Effective Leaders, which highlights the importance of school leaders creating organizational conditions that support instructional improvement. By providing time for collaborative planning, professional development, and ongoing support, school leaders build teacher capacity and strengthen instructional practices throughout the school. Additionally, dedicated planning and professional learning time supports a culture of continuous improvement, allowing teachers to engage in the school's Assess, Reflect, Adjust process. Through regular analysis of student performance data, reflection on instructional effectiveness, and adjustments to teaching practices, educators can more effectively respond to student needs and improve learning outcomes. As a result, Howard Middle School believes that investing in teacher collaboration, professional learning, and instructional resources will increase instructional effectiveness, strengthen Tier 1 instruction, and ultimately improve student achievement across all content areas, leading to the school's goal of increasing overall proficiency from 54% to 59% and improving outcomes in ELA, Mathematics, Science, and Social Studies.

Rationale:
The rationale for implementing strategies that provide teachers with dedicated time for planning, collaboration, professional development, and access to instructional resources is grounded in the University of Chicago's 5Essentials Framework, an evidence-based system designed to drive continuous school improvement and increase student achievement. The framework is based on more than 20 years of educational research examining the organizational conditions that distinguish highly effective schools from those that struggle to improve. The 5Essentials framework was developed through extensive research on effective schools, practical experience in school settings, and ongoing collaboration with educators, school leaders, and other stakeholders. The research identified five key components that are consistently present in schools that demonstrate significant academic growth: Effective Leaders, Collaborative Teachers, Involved Families, Supportive Environments, and Ambitious Instruction. Howard Middle School's improvement strategy aligns most closely with the essentials of Effective Leaders, Collaborative Teachers, and Ambitious Instruction. Providing teachers with protected time for planning and collaboration allows educators to engage in meaningful discussions about student data, instructional practices, curriculum alignment, and intervention strategies. This collaborative work strengthens instructional consistency, improves the quality of Tier 1 instruction, and promotes collective responsibility for student achievement.

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
To support the successful implementation of the School Improvement Plan, Howard Middle School has established structures that provide teachers with ongoing opportunities for collaborative planning, data analysis, professional learning, and instructional support. All core academic teachers will participate in a bi-weekly planning and collaboration session lasting 1 hour and 45 minutes during 0 period. These sessions will provide dedicated time for teachers to engage in instructional planning,

analyze student performance data, align instructional practices, and develop targeted interventions to address student learning needs. Additionally, all core teachers will participate in Professional Learning Communities (PLCs) focused on identifying essential standards, evaluating learner performance, planning standards-based instruction, and collaboratively problem-solving instructional challenges. The school's master schedule has been intentionally designed to provide all core teachers with regular opportunities for collaboration and planning. Teachers will submit lesson plans through the district portal and use multiple data sources, including Performance Matters reports, weekly lesson assessments, Standards Mastery Assessments, FAST progress monitoring data, district assessments, and classroom formative assessments, to guide instructional decision-making and make adjustments based on student needs. Instruction will be aligned to Florida's state standards, curriculum frameworks, and FAST assessment expectations. Howard Middle School is committed to ensuring curriculum alignment both vertically across grade levels and horizontally across classrooms and course sections. This alignment ensures consistency of instruction, equitable learning experiences, and clear expectations for student learning throughout the school. The School-Based Leadership Team will support teachers through an ongoing instructional coaching cycle focused on areas of identified need. Leadership team members and the Multi-Disciplinary Team (MDT) will regularly analyze student achievement data to determine both teacher and student support needs. Based on these findings, the team will provide classroom support, model lessons, instructional coaching, intervention strategies, and additional resources to strengthen teaching and learning. Professional development opportunities will be based on evidence from high-quality educational research and will emphasize instructional practices that promote high expectations and improved outcomes for all students. Professional learning will include both individual learning opportunities and school-based, job-embedded approaches such as instructional coaching, collaborative planning, lesson study, and content-specific training.

Person Monitoring:
Mrs. January Trapp

By When/Frequency:
Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Howard Middle School has established structures that promote regular and frequent collaboration to improve curriculum implementation and instructional effectiveness. We will monitor the impact of this action step by the results of DPMA's and BA's.

Area of Focus #2

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.

If we foster a cycle of continuous improvement through well-designed and purposeful academic, behavioral, and instructional support structures, THEN, we can narrow achievement gaps with respect to Student with Disabilities status to improve student achievement of all students from 54% to 60%.

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.

If students are provided with extended learning opportunities (including novel studies, after-school tutoring, and academic enrichment), behavioral support structures and programs (including Saturday School and AM Detention), and student learning tools and resources (including Chromebooks and Accelerated Reader), then Howard Middle School will increase proficiency for students with disabilities from 34% to 41% during the 2026-2027 school year. This increase will be achieved by providing targeted academic support, increasing student engagement, improving access to instructional resources, and creating structured learning environments that promote both academic and behavioral success. Extended learning opportunities will allow students additional time to master grade-level standards, while behavioral support systems will reduce barriers to learning and increase instructional time. Technology resources and intervention programs will provide students with individualized opportunities to practice and strengthen academic skills. Progress toward this goal will be monitored through ongoing formative assessments, Standards Mastery Assessments, FAST Progress Monitoring (PM1, PM2, and PM3), district assessments, Performance Matters data, classroom performance, attendance records, and behavior data. The Leadership Team, Multi-Disciplinary Team (MDT), and Exceptional Student Education (ESE) teachers will regularly review student progress and adjust interventions, supports, and resources as needed to ensure continuous growth. Through the implementation of these academic, behavioral, and instructional supports, Howard Middle School expects to improve outcomes for students with disabilities, increase proficiency from 34% to 41%, and ensure that all students have equitable access to opportunities for academic success.

Monitoring

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

The Administrative Team, including the Principal and Assistant Principals, will regularly observe after-school tutoring programs, extended learning opportunities, and student support initiatives to ensure effective implementation and provide ongoing feedback to staff. School leaders will monitor the quality of instruction, student engagement, and the effectiveness of interventions designed to improve outcomes for students with disabilities. The Administrative Team will track student progress through multiple data sources, including Performance Matters reports, District Progress Monitoring Assessments (DPMAs), Benchmark Assessments (BAs), and FAST Progress Monitoring assessments (PM1, PM2, and PM3). These data sources will be used to evaluate the effectiveness of instructional and behavioral supports and to determine whether students are making adequate progress toward proficiency goals.

Person responsible for monitoring outcome

Dr. Dion Gary

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 rationale for implementing extended learning opportunities, behavioral support systems, and student learning tools is grounded in the University of Chicago's 5Essentials Framework, an evidence-based system designed to drive school improvement and increase student achievement. The 5Essentials framework is based on more than 20 years of research and was developed through the study of effective schools, extensive experience in school settings, and ongoing collaboration with education practitioners and stakeholders.

Rationale:
The rationale for implementing extended learning opportunities, behavioral support systems, and student learning tools is grounded in the University of Chicago's 5Essentials Framework, an evidence-based school improvement model designed to increase student achievement and improve organizational effectiveness. The 5Essentials system is based on more than 20 years of research and was developed through the examination of effective schools, extensive experience in educational settings, and ongoing collaboration with educators, school leaders, researchers, and other stakeholders.

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
Action steps for extended learning, behavioral support, and student learning tools

Person Monitoring:	**By When/Frequency:**
Mrs. January Trapp	Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Howard Middle School will provide students, particularly students with disabilities and those performing below grade level, with extended learning opportunities through after-school tutoring, novel studies, targeted intervention sessions, and academic enrichment activities. These opportunities will focus on reinforcing grade-level standards, addressing learning gaps, and providing additional instructional time for students who need extra support to achieve proficiency.
Monitoring the Impact:
The Administrative Team and Leadership Team will monitor the effectiveness of extended learning opportunities through student participation records, attendance data, formative assessments, Standards Mastery Assessments, District Progress Monitoring Assessments (DPMAs), Benchmark

Assessments (BAs), FAST PM1, PM2, and PM3 data, and Performance Matters reports. Teachers and administrators will regularly review student progress to determine the impact of these interventions on academic growth and make adjustments as needed. Student achievement data will be discussed during PLC meetings, MDT meetings, and leadership team reviews to ensure supports are producing positive outcomes.

IV. Positive Learning Environment

Area of Focus #1

Multiple Early Warning Signs

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.

Improving achievement for students performing at Level 1 in English Language Arts (ELA) and Mathematics, increasing schoolwide Science achievement, and improving Middle School Acceleration outcomes across all grade levels.

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.

Howard Middle School will focus on strengthening instruction and increasing student achievement in ELA, Mathematics, Science, and Acceleration opportunities for students in grades 6-8. This area of focus was identified through an analysis of schoolwide achievement data, subgroup performance data, and early warning indicators from the previous school year.
A primary concern is the high number of students performing at Level 1 in ELA and Mathematics, indicating significant gaps in foundational literacy and numeracy skills. Additionally, ELA Learning Gains for the Lowest 25% were 41%, making it one of the school's lowest-performing accountability components. These students require targeted interventions, extended learning opportunities, and consistent access to high-quality instruction to accelerate achievement and close performance gaps.

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.

Howard Middle School will closely monitor this Area of Focus through a comprehensive system of data analysis, classroom observations, collaborative planning, and ongoing progress monitoring to ensure the desired student achievement outcomes are achieved.
The Principal, Assistant Principals, School Leadership Team, and Multi-Disciplinary Team (MDT) will

meet regularly to review student performance data and evaluate the effectiveness of instructional strategies and interventions. Teachers will monitor student progress through formative assessments, Standards Mastery Assessments, district assessments, Performance Matters reports, FAST Progress Monitoring (PM1, PM2, and PM3), District Progress Monitoring Assessments (DPMAs), and Benchmark Assessments (BAs). These data sources will be used to identify strengths, learning gaps, and students requiring additional support.

Person responsible for monitoring outcome
Dr. Dion Gary

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 rationale for implementing ambitious instruction is grounded in the University of Chicago's 5Essentials Framework, an evidence-based school improvement model designed to increase student achievement and improve organizational effectiveness. The 5Essentials system is based on more than 20 years of research and was developed through the examination of effective schools, extensive experience in educational settings, and ongoing collaboration with educators, school leaders, researchers, and other stakeholders.

Rationale:
The rationale for implementing Ambitious Instruction is grounded in the University of Chicago 5Essentials Framework, which identifies Ambitious Instruction as one of the key organizational conditions necessary for sustained school improvement and increased student achievement. Research from the 5Essentials framework indicates that students learn more and achieve at higher levels when they are consistently engaged in rigorous, standards-aligned instruction that challenges them to think critically, solve complex problems, and apply their learning in meaningful ways.

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
Ambitious Instruction

Person Monitoring:
Mrs. January Trapp

By When/Frequency:
Bi-Weekly

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

Howard Middle School will implement Ambitious Instruction by ensuring that all students are provided access to rigorous, standards-aligned instruction that emphasizes critical thinking, problem-solving, academic discourse, and the mastery of grade-level content. Teachers will collaboratively plan lessons aligned to Florida's B.E.S.T. Standards and state curriculum frameworks while utilizing data to differentiate instruction and address individual student needs.

Area of Focus #2

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.

Improving student attendance and reducing chronic absenteeism among students in grades 6, 7, and 8. Howard Middle School will focus on increasing student attendance and reducing chronic absenteeism for all students in grades 6–8. Regular attendance is essential for academic success because students who miss significant amounts of instructional time are more likely to experience learning gaps, lower academic achievement, decreased engagement, and difficulty mastering grade-level standards. Improving attendance will increase students' access to high-quality instruction, interventions, and enrichment opportunities, resulting in improved academic and behavioral outcomes.

Measurable Outcome

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

During the 2025–2026 school year, more than 25% of Howard Middle School students were identified as chronically absent (missing 10% or more of enrolled school days). During the 2026–2027 school year, Howard Middle School will reduce the chronic absenteeism rate from 25% to 20% or lower, representing at least a 5 percentage point decrease in the overall rate of chronically absent students.
Grade-Level Targets

- Grade 6: Reduce chronic absenteeism from 25% to 20% or lower.
- Grade 7: Reduce chronic absenteeism from 25% to 20% or lower.
- Grade 8: Reduce chronic absenteeism from 25% to 20% or lower.

Progress will be monitored monthly through attendance data reviews, with interventions implemented for students identified as at risk of becoming chronically absent.

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.

Howard Middle School will monitor attendance data for students in grades 6, 7, and 8 on a weekly

and monthly basis to track progress toward reducing chronic absenteeism. The school attendance team, administrators, counselors, and teachers will review attendance reports to identify students who are approaching or have reached at-risk attendance thresholds. Data will be disaggregated by grade level and student subgroup to ensure targeted interventions are provided when needed.

Person responsible for monitoring outcome
Dion Gary

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:
Howard Middle School will implement a multi-tiered attendance improvement system for students in grades 6, 7, and 8 to reduce chronic absenteeism and increase student engagement in learning. 1. Early Warning Systems 2. Positive Attendance Incentives 3. Tiered Student Support and Family Engagement

Rationale:
The selection of attendance improvement as Howard Middle School's Area of Focus is based on a review of the school's prior-year attendance data, which indicated that more than 25% of students in grades 6, 7, and 8 were chronically absent. Chronic absenteeism significantly limits students' access to grade-level instruction, interventions, collaborative learning experiences, and enrichment opportunities. Research consistently demonstrates a strong relationship between regular school attendance and improved academic achievement, student engagement, promotion rates, and overall school success. Students who are chronically absent are more likely to experience academic skill gaps, lower course performance, reduced engagement, and difficulty mastering state standards. By implementing an early warning system, strengthening family engagement, providing targeted student supports, and recognizing positive attendance behaviors, the school can proactively address barriers to attendance before they result in significant learning loss.

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
Multi-tiered attendance improvement

Person Monitoring:
Mrs. January Trapp

By When/Frequency:
Bi-Weekly

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

Action plan:
1. Monitor Early Warning and Attendance Monitoring System
The school will utilize an Early Warning System (EWS) to identify students who are at risk of becoming chronically absent based on attendance data.
Attendance data will be reviewed weekly to identify students with emerging attendance concerns before they reach the chronic absenteeism threshold.
School staff will contact families promptly when attendance concerns are identified and develop attendance improvement plans as needed.
2. Positive Attendance Incentives and Recognition
The school will implement grade-level and schoolwide attendance recognition programs to reinforce positive attendance habits.
Students demonstrating improved or exemplary attendance will be recognized through incentives, celebrations, certificates, and other acknowledgment programs. Attendance expectations and the importance of regular school attendance will be communicated consistently to students and families.
3. Tiered Student Support and Family Engagement
Students with recurring attendance concerns will receive targeted interventions, including mentoring, counseling services, attendance contracts, and problem-solving meetings. School counselors, social workers, and administrators will collaborate with families to identify barriers to attendance and connect families with appropriate supports and community resources. Parent conferences and attendance meetings will be conducted for students with significant attendance concerns.

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.

https://hms.marionschools.net/

Methods of dissemination will include, but not be limited to, the website, SAC, and student handbook.

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)).

Howard Middle School recognizes that strong partnerships among the school, families, and community stakeholders are essential to fulfilling the school's mission and improving student achievement. The school is committed to building and maintaining positive relationships through open communication, meaningful engagement opportunities, and collaborative decision-making that supports the academic, social, and emotional needs of all students.

The school will communicate regularly with parents and families through multiple platforms, including phone calls, emails, school newsletters, the school website, social media, parent conferences, and the district's communication systems. Parents will receive frequent updates regarding student academic progress, attendance, behavior, assessment results, and school events. Teachers will maintain ongoing communication with families and provide information about classroom expectations, interventions, and strategies that can support learning at home.

https://hms.marionschools.net/

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)).

Howard Middle School will strengthen its academic program by focusing on improving instructional quality, increasing learning opportunities for students, and providing access to rigorous, standards-aligned curriculum and accelerated learning experiences. These efforts are directly aligned to the school's identified Areas of Focus: increasing achievement for Level 1 students in ELA and Mathematics, improving schoolwide Science achievement, and increasing Middle School Acceleration outcomes.

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)).

Howard Middle School's School Improvement Plan (SIP) is developed through a collaborative process that incorporates multiple sources of data, stakeholder input, and coordination with federal, state, district, and school-based programs and services. The plan is designed to ensure that all available resources are aligned to meet the academic, social, emotional, and behavioral needs of students while supporting the school's mission of improving student achievement.

The development of the SIP involves the School Leadership Team, teachers, instructional coaches, School Advisory Council (SAC), parents, district personnel, students, and community stakeholders. School leaders review student achievement data, early warning indicators, school climate data, stakeholder feedback, and program evaluation results to identify priorities and develop evidence-based strategies for improvement.

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)).

Howard Middle School is committed to supporting the whole child by ensuring that students have access to counseling, mental health services, specialized support programs, mentoring opportunities, and social-emotional learning experiences that promote personal growth, resilience, and overall well-being. The school recognizes that success extends beyond academic achievement and strives to develop students' social, emotional, behavioral, and leadership skills.

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)).

Howard Middle School is committed to preparing students for success in high school, postsecondary education, military service, and future careers by providing early exposure to career pathways, academic planning, and workforce readiness skills. Through a comprehensive approach that integrates career exploration, rigorous coursework, and real-world learning experiences, students develop the knowledge and skills necessary to make informed decisions about their future.

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)).

Howard Middle School implements a comprehensive Multi-Tiered System of Supports (MTSS) to prevent and address problem behavior while providing early intervening services for students who demonstrate academic, behavioral, social, or emotional needs. This schoolwide tiered model is designed to provide proactive support, increase student engagement, and create a safe, positive learning environment that promotes academic success for all students.

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)).

Howard Middle School is committed to providing high-quality professional learning and support activities for teachers, paraprofessionals, and other school personnel to improve instruction, strengthen the use of assessment data, and recruit and retain effective educators, particularly in high-need subject areas such as ELA, Mathematics, Science, and Exceptional Student Education (ESE). Through ongoing professional learning, collaborative planning, instructional coaching, and data analysis, staff members will build the knowledge and skills necessary to increase student achievement and support continuous school improvement.

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)).

Although Howard Middle School does not directly serve preschool students, the school supports districtwide efforts to ensure smooth educational transitions for students as they progress through the K-12 continuum. Marion County Public Schools collaborates with local early childhood education providers, elementary schools, families, and community agencies to support preschool children transitioning into kindergarten and elementary school programs.

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.

Howard Middle School works collaboratively with our MCPS district office to ensure that all available resources are strategically allocated and effectively used to meet the identified academic, social, emotional, behavioral, and mental health needs of students. The resource review process is continuous, data-driven, and aligned with the School Improvement Plan (SIP), district priorities, and student performance goals.

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).

Based on a review of FAST assessment data, statewide assessment results, attendance trends, discipline data, MTSS progress monitoring, classroom performance, and stakeholder feedback, Howard Middle School has identified the need to strengthen academic achievement in English Language Arts (ELA) and science, while continuing to support students' social-emotional well-being, attendance, and positive behavior. The following resources have been allocated to address these needs during the current school year.

Monitoring and Evaluation Timeline – Howard Middle School
Howard Middle School will utilize a systematic monitoring process to evaluate the effectiveness of school improvement initiatives and student outcomes.

1. Discipline Data will be reviewed quarterly during School-Based Leadership Team (SBLT) meetings to identify trends, evaluate intervention effectiveness, and determine needed supports for students.

2. Attendance Data will be monitored quarterly through SBLT meetings to identify attendance concerns, implement interventions, and track improvements in student engagement and school attendance.

3. Student Classroom Performance will be reviewed every nine weeks throughout the academic year. Teachers and school leaders will analyze grading data, common assessments, and student progress to inform instructional decisions and provide targeted support.

4. Stakeholder Feedback from parents, students, staff, and community members will be collected and discussed quarterly during School Advisory Council (SAC) meetings. Feedback will be used to guide continuous school improvement efforts.

5. English Language Arts (ELA) Achievement will be monitored at key assessment intervals, including:

- FAST Progress Monitoring 1 (PM1) data review in September.
- FAST Progress Monitoring 2 (PM2) data review in January.
- Ongoing analysis of student performance on District Progress Monitoring Assessments (DPMAs) and Benchmark Assessments (BAs) according to the district assessment calendar.

6. Science Achievement will be monitored throughout the year using data from District Progress Monitoring Assessments (DPMAs) and Benchmark Assessments (BAs). Assessment results will be reviewed regularly to inform instruction, identify areas of need, and ensure progress toward school and district achievement goals.

Through these established monitoring timelines, Howard Middle School will ensure the continuous review of academic, behavioral, attendance, and stakeholder engagement data to support student success and drive ongoing school improvement.

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**

[Howard Middle School]
Parent and Family Engagement Plan (PFEP)

About Title I, Part A

Title I, Part A provides extra support to school districts and schools to help all students receive a high-quality education and meet Florida's academic standards. These resources may include additional teachers, ongoing staff training, extended learning time, family engagement activities, and other programs designed to improve student achievement.

Research shows that when parents and families are actively involved in their child's education, students are more likely to succeed in school, regardless of family income. Because of this, Title I requires schools that receive these funds to build strong partnerships with families and provide meaningful opportunities for them to be involved in their child's learning.

What is Parent and Family Engagement?

Title I, Part A defines parent and family engagement as the active involvement of parents and family members in their child's education. This includes regular, two-way, and meaningful communication between families and school staff that supports student learning and encourages participation in school activities.

This definition aligns with the Every Student Succeeds Act, which emphasizes the importance of strong partnerships between schools and families to help students succeed both academically and socially.

About the Parent and Family Engagement Plan

This plan explains how our school will create and improve opportunities for families to be involved in supporting student learning. It outlines the different ways we encourage family engagement and how parents and family members can help plan and take part in school activities and events.

We value the important role families play in student success. Our goal is to build a strong, equal partnership between home and school to support both student achievement and overall school improvement.

You can review the District's Title I Parent and Family Engagement Plan by clicking the link or by requesting a copy from the front office.

We value our families and believe that all children can learn and succeed when schools and families work together!

Principal Name:	Dr. Dion L. Gary
School Website:	https://hms.marionschools.net/
School Year:	2026-2027

1. Parent and Family Engagement Plan Goal

At Howard Middle School, our Parent and Family Engagement goal is to provide meaningful, two-way communication regarding student achievement and success to parents, students, and families. In turn, this will allow parents will be equipped with the tools and resources necessary to support student learning and contribute positively to the school community. The effectiveness of this effort will be measured using DPMA, BA, and PM1, PM2, and PM3 assessment results, with a targeted increase of 5% in each subgroup.

2. Jointly Developed

Please describe how the school will:

- Involve parents and family members in the development of the school's Parent and Family Engagement Plan (for example, through input, feedback, or participation in meetings).
- Share the Parent and Family Engagement Plan with families and the local community, including how and where the plan will be accessible.
- Review and update the plan each year to reflect the needs of families and the school, including how feedback and data will be used to make improvements.
- Collect and submit parent comments to the district if families are not satisfied with the Title I Schoolwide Plan.
- Provide opportunities for family involvement, including regular meetings, parent-teacher conferences, volunteer opportunities, and reasonable access to school staff upon request.

All parents and families will have the opportunity to assist in the development of the Parent and Family Engagement Plan. The plan will be jointly developed with input from all stakeholders. Parents will be provided opportunities to give feedback and actively participate in meetings throughout the process. All families will be notified via Apptegy messages, and information will also be shared in the school's monthly newsletter. During meetings, parents in attendance will be encouraged to provide suggestions. Those unable to attend may submit their input by emailing school administration. Spanish translation services will be available for Spanish-speaking parents, either upon formal request or informally through our bilingual staff. Once the Parent and Family Engagement Plan is ready for review, parents will again be notified through Apptegy prior to final publication. Our school facility is ADA accessible. If support is needed to accommodate a disability, appropriate arrangements will be made to ensure full access and participation. At Howard Middle School, the School Parent and Family Engagement Plan will be reviewed and updated annually. This process ensures continuous improvement and allows the plan to evolve in response to changing school dynamics and student needs. During the annual review meeting, parents in attendance will again be invited to provide feedback and suggestions.

3. Annual Title I Meeting

Describe how the school will conduct an annual meeting (before November 1st) to inform parents of the requirements of Title I, the school's participation, and the parents' rights under Title I.

Howard Middle School will notify all parents about the Annual Title I Meeting through Apptegy messages and the school's monthly newsletter. Parents will be provided with the

dates and times of the meeting in advance. Parents, will also be informed that this meeting is a Title I requirement and will include important information such as: (1) Title I Annual Meeting requirements (2) Title I budget (3) Title I expenditures (4) Title I programs and services offered at the school.

4. Communications

Please describe how the school will:

- Ensure the plan is written in a clear and consistent format, and how it will be provided in a language that families can understand, to the extent possible.
- Offer meetings at flexible times, such as morning and evening, to accommodate family schedules.
- Provide meetings in a variety of formats, including in-person, virtual, and individual options (such as conferences or home visits, when applicable).
- Maintain ongoing, two-way communication between families and school staff, and how communication will be provided in a language families can understand, to the extent possible.
- Monitor communication practices to ensure families receive timely responses from school staff.

At Howard Middle School, we are committed to providing a high level of meaningful, two-way communication with parents and families. Apptegy-prepared messages related to student academic progress and upcoming school-family engagement events will be created using clear, easy-to-understand language, minimizing the use of academic or industry-specific terms and acronyms.
Additional communication will be shared through multiple platforms, including social media (Twitter), the school website, newsletters, flyers, and the school marquee, ensuring broad access to important information.
To address potential barriers and increase family engagement, Howard Middle School will implement the following strategies:

- Provide flexible meeting times and varied scheduling options to accommodate parents' availability.
- Offer alternative ways for parents to access meeting information, including sharing materials and updates with those unable to attend.
- Maintain consistent, effective, and ongoing two-way communication between the school and families.

Howard Middle School will support families with limited English proficiency by providing access to a full-time translator on campus, along with support from bilingual staff as needed.
To address barriers related to disabilities, the school will offer multiple communication platforms and accommodations to ensure accessibility for all families.
Additionally, Howard Middle School will meet the needs of parents and family members of migrant workers by providing accessible, two-way communication options that keep them informed and actively engaged in their child's education.

5. Barriers

Please respond to the following questions.

- Will the school offer transportation services to help reduce barriers to parent and family engagement? If yes, please describe.
- Will the school offer childcare services to help reduce barriers to parent and family engagement? If yes, please describe.

At Howard Middle School, transportation services are available upon request through the MCPS Transportation Department; however, availability is limited. Childcare is available for Parent and Family engagement events; however, this option is similarly limited and may not be accessible for all families.

6. School-Parent Compact

Please describe how the school will:

- Partner with families to jointly develop the School-Parent Compact.
- Clearly define shared responsibilities within the School-Parent Compact, including how parents, school staff, and students will contribute to improving student academic achievement.
- Strengthen partnerships with families to support students in meeting challenging state academic standards.

Howard Middle School admin will collaborate with families, staff, and other stakeholders to jointly develop the School-Parent Compact. The compact will be introduced and developed during the first Title I meeting, with all stakeholders being notified in advance through Apptegy messages and the school's monthly newsletter. All stakeholders in attendance will be provided an equal opportunity to contribute to the development of the compact. Stakeholders who are unable to attend the meeting but wish to participate may submit their suggestions and recommendations by emailing the school principal. This process ensures that all stakeholders have a voice in the creation of the School-Parent Compact. Additionally, parents will have the opportunity to review the School-Parent Compact upon request prior to the final version being published.

7. Coordination of Funds

Describe how the school will coordinate and connect its parent and family engagement efforts with other programs and resources. Include early childhood programs for elementary schools, college and career readiness resources for middle and high schools, parent resource centers, and any other relevant community or district programs.

Howard Middle School will coordinate and integrate parent and family engagement programs through the following strategies: (1) Distribute monthly school newsletters that highlight the importance of family involvement in students' academic success and emphasize the benefits of increased parent and family engagement. (2) Promote all district-level parent and family engagement activities to encourage broader participation. (3) Provide families with frequent and ongoing communication through newsletters and Apptegy messages regarding opportunities for involvement and the positive impact of engagement on student achievement. (4) Utilize evening events and presentations as opportunities to encourage families to become actively involved and remain engaged in their child's education. (5) Continuously seek and implement new and effective strategies to encourage family participation and sustain engagement over time.

8. Building Capacity of Parents

Describe how the school will build parents' understanding of their child's education by providing:

- Explanations of the curriculum and instructional resources
- Individual student assessment results, along with support to help parents understand those results
- Information about the assessments used to measure student progress and state academic standards

Howard Middle School will provide parents with multiple opportunities to review and understand the curriculum. One primary resource is the school's curriculum guide, which will be distributed to each student at the beginning of the school year and made available on the school website. This guide will include course codes, course descriptions, and information regarding state assessments. In addition, Howard Middle School will host parent engagement nights that allow for meaningful, two-way communication between parents and staff. These events will provide opportunities for parents to ask questions, gain a deeper understanding of academic standards, and discuss their child's academic progress.

9. Parent and Family Engagement Events

Please list a minimum of 4 parent and family engagement events that are planned for the 2026-27 school year. Note that 2 of these will require compliance documentation to be submitted (sign-in sheets, presentation or handouts

Title	Purpose	Quarter Date/Time
6th grade and new student Orientation	The purpose of this event is to provide 6th graders and new students with critical information concerning middle school success.	**Quarter 1** August 7, 2026 at 8:00AM
Annual Title I Meeting	Create an opportunity for families to learn about the benefits of participating in the Title I program. Additionally, key personnel will share the Parent and Family Engagement Plan, School Improvement Plan and School-Parent Compacts. The school will recruit families to engage with the school through various volunteer opportunities	**Quarter 1** September 3, 2026 at 7:30 AM
Open House	The purpose of this night is to provide all parents with an opportunity to meet their child's teacher, review their child's class schedule, and understand their teacher's syllabus and classroom expectations.	**Quarter 1** September 17, 2026 at 6:00PM

Testing Night	The purpose of this event is to assist parents in understanding individual student academic assessment data and the interpretation of these results. In addition, we will discuss the achievement levels of state academic standards.	**Quarter 1** September 3, 2026 at 6:00PM
Robotics Night	The purpose of this night is to provide parents with a better understanding of the Robotics program, program expectations, and competitive events.	**Quarter 2** October 20, 2026 At 6:00PM
School Tours	The purpose of this event is to provide parents and students with an in-depth view of our school, core and elective classes, and school expectations.	**Quarter 1 | 2 | 3** September 8th – January 31st at 10:00 AM
IB Night	The purpose of this night is to provide parents and students with an in-depth overview of the school IB curriculum and program expectations.	**Quarter 4** May 6, 2026 at 6:00 PM
6th grade parent night	The purpose of this night is to provide 6th grade parents and students critical information concerning testing and testing results.	**Quarter 4** May 18, 2026 at 2:00 PM
7th grade parent night	The purpose of this night is to provide 7th grade parents and students critical information concerning testing and testing results.	**Quarter 4** May 19, 2026 at 2:00 PM
8th grade parent night	The purpose of this night is to provide 8th grade parents and students with critical information concerning testing and testing results.	**Quarter 4** May 20, 2026 at 2:00 PM

Note: The activities listed may be updated after publishing.

10. Building Capacity of School Staff

Describe how the school will build staff capacity, with input from parents, to:

- Value and include parent contributions in the school community
- Effectively communicate and work with parents as equal partners
- Implement and coordinate strong parent and family engagement activities
- Ensure information is accessible and understandable for all families and, when possible, in a language parents can understand
- Respond to parent needs and requests for engagement opportunities

Howard Middle School will provide training for teachers, specialized instructional support staff, school leaders, and all school personnel to strengthen their understanding of the value

of parent and family contributions in supporting student success. This training will be delivered through the following methods: (1) Professional development sessions and discussions during pre-service events. (2) School-wide training opportunities held on early release days. (3) Review and discussion of research-based articles and studies highlighting the benefits of increased parent and family engagement. (4) Ongoing training and collaboration during bi-weekly team and departmental meetings.

School Advisory Council (SAC) Interest Form

Howard Middle School

2026-27

The School Advisory Council (SAC) is a team of parents, school staff, and community members who work together to support student success and school improvement. The council helps review school data, provides input on plans and goals, and encourages strong communication between the school and families. SAC members share ideas, give feedback, and help make decisions that improve the learning environment for all students.

Role Interest

Please select all that apply:

☐Parent/Guardian
☐School Staff
☐Community Member
☐Business Partner

Contact Information

Name:

Student's Name (if applicable):

Student's Grade Level (if applicable):

Address:

Phone Number:

Email Address:

What is your preferred method of contact?

☐Phone Call
☐Text Message
☐Email

Parent and Family Engagement Plan Feedback Form

Thank you for taking a few minutes to provide feedback on our Parent and Family Engagement Plan (PFEP). Your input helps us better understand how well our school is supporting families and where we can improve. We value your ideas and experiences and will use your feedback to strengthen communication, involvement opportunities, and support for student success. Please write any comments in the space provided below and submit this form to the school's main office.

Name: _____

Phone Number:_____

Email Address: _____

Comments:

_____

_____

_____

_____

_____

_____