

Miami-Dade County Public Schools

W. R. THOMAS MIDDLE SCHOOL



2025-26 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of W.R. Thomas Middle School is to encourage each student to achieve the highest standards in academics, technology, health, fitness, and the arts by creating an atmosphere of excellence that will instill the importance of lifelong learning within the school, home, and community.

Provide the school's vision statement

W.R. Thomas Middle School is committed to provide educational excellence to all.

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

Giovanna Handal

ghandal@dadeschools.net

Position Title

Principal

Job Duties and Responsibilities

The principal's primary responsibility is to coordinate the collective efforts of all adults across grade levels, departments, and subjects to build and support the school's mission and vision. Ms. Handal will ensure that the instructional/ academic program, school culture and climate, community engagement, and partnerships at W.R. Thomas Middle School are highly effective and strategically aligned with the school's mission and goals.

Leadership Team Member #2

Employee's Name

Angel Silva

AJSilva@dadeschools.net

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant principal is responsible for supporting the school's vision and mission by providing assistance to students and teachers.

Leadership Team Member #3

Employee's Name

Clemente Morales

clementemorales@dadeschools.net

Position Title

Lead Teacher - Magnet Program

Job Duties and Responsibilities

The Cambridge Magnet Lead Teacher oversees the implementation and administration of the Cambridge International Magnet program, ensuring alignment with curriculum standards. He supports and mentors teachers through professional development and collaborative planning. Mr. Morales monitors student progress, provides interventions, and coordinates enrichment opportunities. He engages with parents and the community, communicating program details and organizing informational sessions. He also manages program resources, analyzes assessment data, and ensures compliance with relevant policies and regulations. Mr. Morales is also the EESAC chair for the school.

Leadership Team Member #4

Employee's Name

Sandra Rodriguez

sandyrodriguez1@dadeschools.net

Position Title

Science Department Chair

Job Duties and Responsibilities

Ms. Rodriguez oversees the development and implementation of the science curriculum, ensuring alignment with educational standards. She supports and mentors science teachers through professional development and collaborative planning. She analyzes student performance data to drive instructional improvements and ensures the effective use of resources within the department.

Leadership Team Member #5

Employee's Name

Maria Artime

mariatartime@dadeschools.net

Position Title

Mathematics Department Chair

Job Duties and Responsibilities

Ms. Artime oversees the development and implementation of the Math curriculum, ensuring alignment with educational standards. She supports and mentors Math teachers through professional development and collaborative planning. She analyzes student performance data to drive instructional improvements and ensures the effective use of resources within the department.

Leadership Team Member #6

Employee's Name

Christina Figueroa

cfigueroa1@dadeschools.net

Position Title

Language Arts/Reading Department Chair

Job Duties and Responsibilities

Ms. Figueroa oversees the development and implementation of the Language Arts and Reading curriculum, ensuring alignment with educational standards. She supports and mentors ELA teachers through professional development and collaborative planning. She analyzes student performance data to drive instructional improvements and ensures the effective use of resources within the department.

Leadership Team Member #7

Employee's Name

Ricardo Reguero

rregueiro1@dadeschools.net

Position Title

Social Studies Department Chair

Job Duties and Responsibilities

Provide overall leadership and direction for the Social Studies department, ensuring alignment with school and district goals.

Leadership Team Member #8**Employee's Name**

Tatiana Lopez

tatiana.lopez@dadeschools.net

Position Title

School Counselor

Job Duties and Responsibilities

Provides Academic Support via student scheduling, academic counseling/advisement, monitoring of academic progress. Ms. Lopez also provides social and emotional support and implements a comprehensive counseling program.

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.

Leadership team shared school-wide data with EESAC and school staff to inform them of the school's progress in the School Improvement Process. This ensures that the staff, who are key implementers of the plan, are aware of the data driving the identified priorities. Teachers and staff were provided with the opportunity to actively participate in establishing the Action Steps for the School Improvement Process and were specifically engaged in disaggregating data to drive the development process.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on

increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The School Improvement Plan (SIP) will be monitored via a multi-faceted approach involving data analysis from various avenues - PM1, PM2, i-Ready scores, topic examinations and mid-year assessments - administrative oversight, and teacher led action. EESAC will be involved in every avenue to receive suggestions from stakeholders.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	MIDDLE/JR. HIGH 6-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	92.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) HISPANIC STUDENTS (HSP) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: B 2023-24: B 2022-23: B 2021-22: B 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment							170	175	215	560
Absent 10% or more school days							7	16	20	43
One or more suspensions							2	16	19	37
Course failure in English Language Arts (ELA)							6	6	2	14
Course failure in Math							7	3	2	12
Level 1 on statewide ELA assessment							38	52	66	156
Level 1 on statewide Math assessment							20	32	33	85
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators							45	63	79	187

Current Year 2025-26

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

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

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days							6	16	17	39
One or more suspensions							2	17	18	37
Course failure in English Language Arts (ELA)							4	4	3	11
Course failure in Math							6	2	3	11
Level 1 on statewide ELA assessment							41	59	82	182
Level 1 on statewide Math assessment							24	44	47	115
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators							44	73	90	207

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

The number of students retained:

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

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	51	64	58	54	61	53	50	56	49
Grade 3 ELA Achievement	27			21					
ELA Learning Gains	54	63	59	59	60	56			
ELA Lowest 25th Percentile	55	55	52	56	51	50			
Math Achievement*	63	67	63	62	64	60	57	60	56
Math Learning Gains	63	64	62	62	63	62			
Math Lowest 25th Percentile	65	60	57	63	62	60			
Science Achievement	45	59	54	51	56	51	55	55	49
Social Studies Achievement*	59	77	73	74	75	70	79	72	68
Graduation Rate									
Middle School Acceleration	80	78	77	82	73	74	80	74	73
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	70	62	53	74	58	49	45	50	40

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	61%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	605
Total Components for the FPPI	10
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
61%	64%	62%	55%	49%		63%

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

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

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	42%	No		
English Language Learners	51%	No		
Hispanic Students	60%	No		
Economically Disadvantaged Students	57%	No		

D. Accountability Components by Subgroup

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

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	51%		54%	55%	63%	63%	65%	45%	59%	80%			70%
Students With Disabilities	29%		48%	64%	33%	44%	47%	20%	50%	40%			
English Language Learners	29%		52%	56%	49%	64%	63%	19%	38%	73%			70%
Hispanic Students	51%		53%	54%	63%	64%	64%	44%	58%	81%			70%
Economically Disadvantaged Students	49%		54%	54%	58%	58%	61%	40%	55%	75%			65%

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	54%		59%	56%	62%	62%	63%	51%	74%	82%			74%
Students With Disabilities	25%		51%	56%	30%	50%	58%	23%	53%	67%			
English Language Learners	28%		51%	53%	38%	58%	58%	14%	52%	69%			74%
Hispanic Students	54%		58%	56%	62%	61%	61%	51%	73%	81%			74%
Economically Disadvantaged Students	53%		57%	51%	60%	63%	60%	47%	73%	78%			69%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	50%				57%			55%	79%	80%			45%
Students With Disabilities	23%				29%			30%	58%	62%			
English Language Learners	25%				41%			30%	63%	62%			48%
Hispanic Students	50%				57%			55%	79%	80%			48%
White Students	60%				60%								
Economically Disadvantaged Students	48%				53%			51%	78%	86%			57%

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

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

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

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	37%	62%	-25%	60%	-23%
ELA	7	42%	62%	-20%	57%	-15%
ELA	8	44%	60%	-16%	55%	-11%
Math	6	48%	64%	-16%	60%	-12%
Math	7	56%	54%	2%	50%	6%
Math	8	34%	60%	-26%	57%	-23%
Science	8	25%	46%	-21%	49%	-24%
Civics		52%	74%	-22%	71%	-19%
Biology		94%	74%	20%	71%	23%
Algebra		88%	59%	29%	54%	34%
Geometry		100%	58%	42%	54%	46%
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Civics						

* 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?

Grade 7 Math proficiency increased from 46% in the 2023-2024 school year to 57% in the 2024-2025 school year. This represents an 11 percentage point increase. W.R. Thomas Middle School implemented interventions such as New Chicago, frequent data dissemination, IXL, and i-Ready to achieve this gain. Through the New Chicago initiative, seventh-grade students received pull-out interventions focusing on standards needing remediation. After reviewing topic assessments, teachers disaggregated data, incorporated differentiated instruction, and modified instruction according to student needs.

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 showed the lowest performance was the ELL (English Language Learner) population's proficiency in ELA. According to the 2024-2025 FAST ELA PM3 results, the ELL population scored 3% proficiency in ELA. This can be attributed to a large influx of ELL learners who have not yet gained language acquisition.

Greatest Decline

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

Grade 8 Science Proficiency declined from 31% in 2024, to 25% in 2025, showing a consistent downward trend. This trend can be attributed to significant increase in ELL students who have not yet made language acquisition.

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.

According to the 2024-2025 FAST ELA PM3 results, the ELL (English Language Learner) population scored 3% proficiency in ELA. This data explicitly shows our ELL students trailing the state average. Factor contributing to this trend include, but are not limited to, high student mobility, student

attendance, and students struggling with language acquisition.

EWS Areas of Concern

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

After analyzing the EWS data, the greatest concern for our school is the number of Level 1 ELA students from FAST PM3.

Highest Priorities

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

- Increasing ELL (English Language Learner) Proficiency in ELA.
- Increasing 8th Grade Science Proficiency.
- Increasing ELA Proficiency for the Lowest 25% of Rising 8th Grade Students.
- Decreasing Student Absences (Positive Learning Environment).

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

The Area of Focus is on ELA instructional practice, specifically targeting the lowest 25% of students in ELA.

Rationale: Based on the 2024-2025 FAST assessment results, the ELA grade seven lowest 25% population scored 47% proficiency, which trails both state and district data. This was identified as a crucial need from the prior year's data review.

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.

W.R. Thomas Middle School aims to increase the ELA lowest 25% for rising eighth-grade students from a baseline of 47% proficiency in the 2024-2025 school year, to at least 52% proficiency by the end of the 2025-2026 school year.

This increase is planned through data-driven instruction, increased English Language Learner (ELL) strategies, and the consistent use of interactive notebooks across all core classes.

Monitoring

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

Monitoring for implementation and impact will involve reviewing i-Ready data, quarterly FAST PM assessments, and Progress Learning results.

Person responsible for monitoring outcome

Administrator.

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:

Evidence-based intervention: Interactive Notebooks Interactive Notebooks are designed to teach students how to organize their notes and learning, and to synthesize their thoughts. These notebooks can be developed and utilized across all content areas, serving as meaningful resources that students can take home for home learning and study guide support.

Rationale:

The implementation of interactive notebooks is expected to assist ELL students in better acquiring language and key vocabulary in all core subject areas.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Monitoring of i-Ready

Person Monitoring:

Administrator

By When/Frequency:

September 26, 2025/Weekly

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

Leadership will conduct weekly data chats and follow-up with weekly walk-throughs to ensure that i-Ready is being implemented with fidelity. ELA teachers will monitor weekly usage.

Action Step #2

FAST PM Assessments

Person Monitoring:

Administration

By When/Frequency:

September 26, 2025/Quarterly

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

Leadership will conduct quarterly data chats to review FAST PM data.

Action Step #3

Progress Learning Data

Person Monitoring:

ELA Teachers

By When/Frequency:

September 26, 2025/Weekly

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

ELA Teachers will disseminate data to students as needed through data chats.

Area of Focus #2

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

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

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

Science instructional practice for eighth-grade students.

Rationale: According to the 2024-2025 Science Statewide Assessment (SSA) results, the eighth-grade population scored 25% proficiency, which trails both state and district data.

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.

W.R. Thomas Middle School aims to increase the proficiency for 8th-grade students from 25% proficiency in the 2024-2025 school year, to at least 30% proficiency by the end of the 2025-2026 school year. This increase is planned through data-driven instruction, increased ELL strategies, and interactive notebooks across science classes focusing on content vocabulary.

Monitoring

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

Monitoring will involve baseline, mid-year, and topic assessments by classroom science teachers.

Person responsible for monitoring outcome

Administration

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:

Interactive notebooks will be utilized across science classes, focusing on content vocabulary. These notebooks teach students to organize their notes and learning and synthesize their thoughts, serving as meaningful resources for home learning and study.

Rationale:

Interactive notebooks will assist all students - including our ELL population - in better acquiring language and key vocabulary in science.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Science Data Disaggregation and Collaborative Planning

Person Monitoring:

Administrator

By When/Frequency:

September 26, 2025

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

Science teachers will be supported in integrating explicit ELL strategies and the consistent use of interactive notebooks focused on content vocabulary into their daily lessons. Leadership will conduct weekly walk-throughs to observe the fidelity of implementation of these strategies in science classrooms. Monitoring will also include reviewing interactive notebooks for evidence of student engagement with vocabulary and content.

Action Step #2

Targeted Science Interventions

Person Monitoring:

Science Teachers

By When/Frequency:

Monthly

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

Based on data from topic assessments, science teachers will implement targeted differentiated interventions for students needing remediation in specific science standards. Teachers will monitor student progress through re-assessments on remediated topics.

Action Step #3

Implementation of ELL Strategies and Interactive Notebooks in Science

Person Monitoring:

Administrator / Science Department Head

By When/Frequency:

Ongoing - data chats and walk throughs

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

Science teachers will be supported in integrating explicit ELL strategies and the consistent use of interactive notebooks focused on content vocabulary into their daily lessons. Leadership will conduct weekly walk-throughs to observe the fidelity of implementation of these strategies in science classrooms. Monitoring will also include reviewing interactive notebooks for evidence of student engagement with vocabulary and content.

Area of Focus #3

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

Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each

relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

ELL population scored 3% proficiency on the 2024-2025 FAST ELA PM3 results, trailing both state and district data.

Measurable Outcome

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

Increase proficiency for the ELL population in ELA from 3% to at least 5% by the end of the 2025-2026 school year, via data-driven instruction, increased ELL strategies, and interactive notebooks across all core classes (to assist in acquiring language and key vocabulary).

Monitoring

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

i-Ready, quarterly FAST PM assessments, and progress learning results.

Person responsible for monitoring outcome

Administration

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:

Interactive Notebooks are designed to teach students how to organize their notes and learning, and to synthesize their thoughts. These notebooks can be developed and utilized across all content areas, serving as meaningful resources that students can take home for home learning and study guide support.

Rationale:

The implementation of interactive notebooks will assist ELL students in better acquiring language and key vocabulary.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Weekly i-Ready & Progress Learning Monitoring for ELL Students

Person Monitoring:

ELL Teachers/Administrator

By When/Frequency:

September 26, 2026/Weekly

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

Leadership will conduct weekly data chats with core subject teachers to review i-Ready and Progress Learning data for ELL students, ensuring usage fidelity and identifying areas for targeted support. Teachers will disseminate data to students as needed through data chats. This mirrors the monitoring of i-Ready and Progress Learning for ELA L25 students.

Action Step #2

Quarterly FAST PM Data Review with ELL Focus

Person Monitoring:

Administration

By When/Frequency:

September 26, 2025/Quarterly

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

Leadership will conduct quarterly data chats specifically to review FAST PM data for the ELL subgroup. This will ensure that progress toward the 8% proficiency goal is closely tracked and adjustments to instructional strategies can be made. This aligns with the monitoring of FAST PM assessments for ELA L25 students.

Action Step #3

Cross-Curricular Implementation of ELL Strategies and Interactive Notebooks

Person Monitoring:

Administrators and department heads

By When/Frequency:

Ongoing Monthly Collaborative Planning Sessions

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

All core subject teachers (ELA, Math, Science, Social Studies) will be trained on and implement increased ELL strategies and interactive notebooks to assist ELL students in acquiring language and key vocabulary across all subjects. Collaborative planning sessions will be used to share best practices and ensure consistent implementation. Monitoring will include classroom observations and review of student work in interactive notebooks across disciplines.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

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

Percentage of students with more than six absences increased by 3%, reaching 77% in 2024-2025

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.

Decrease the percentage of students with 6 or more absences from 77% to 72% by the end of the 2025-2026 school year, via quarterly student incentives.

Monitoring

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

Attendance monitoring via homeroom, referrals to student services, and social worker involvement.

Person responsible for monitoring outcome

Administration/Student Services/Homeroom Teachers/Social Worker

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 school aims to decrease the percentage of students with six or more absences by attendance monitoring via homeroom, referrals to student services, social worker involvement, and incentivizing attendance.

Rationale:

Promoting a positive school culture and quarterly student attendance incentives will decrease the number of students with six or more absences.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Implement Quarterly Attendance Incentive Program

Person Monitoring:

Administration/Student Services/Team Leaders

By When/Frequency:

Quarterly

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

The school will design and implement a system of quarterly student incentives to reward consistent attendance and discourage excessive absences. The impact will be monitored by tracking the

percentage of students with more than 6 absences at the end of each quarter and comparing it to the baseline.

Action Step #2

Consistent Homeroom Attendance Monitoring and Follow-Up

Person Monitoring:

Administration/Homeroom Teachers/Student Services

By When/Frequency:

Daily/Weekly follow-up

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

Homeroom teachers will be responsible for daily attendance monitoring and immediate follow-up with students exhibiting early signs of absenteeism. Weekly reviews of homeroom attendance data will identify students for early intervention. Monitoring will involve regular checks of homeroom attendance records and communication logs.

Action Step #3

Structured Referral Process for Chronic Absenteeism

Person Monitoring:

Administration/Student Services/Social Worker

By When/Frequency:

Bi-Weekly/As-Needed

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

A process will be established for referring students with chronic absenteeism (nearing six absences or consistently absent) to student services and the social worker for support and intervention. Monitoring will involve tracking the number of referrals, follow-up actions, and the attendance trends of referred students.

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.

The School Improvement Process is developed annually, in conjunction with parents. This plan is in alignment with the needs of students at W.R. Thomas Middle School. Additionally, parents along with school staff annually develop our Title I School-Parent compact, outlining how parents, school staff, and students share collective responsibility for improved student achievement. Dissemination of the plan includes during our annual Title I parent meeting, EESAC meetings, and flyers in multiple languages. Our communication approach will take into account the specific needs and preferences of different stakeholder groups, such as parents, students, teachers, and community members. Stakeholders will be kept informed of the progress of the School Improvement Plan throughout the school year with regular updates via email, meetings, and newsletters. The School Improvement Plan will be available in-person and online in multiple languages.

School Website: www.wrthomasmiddle.net

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)).

We aim to build positive relationships with parents, families, and other community stakeholders through various strategies and initiatives including maintaining open and transparent communication channels updating them on their student's progress, our school newsletter, offering parent education

meetings, using the parent portal, celebrating our diverse backgrounds and cultures, and by empowering our stakeholders by involving them on our advisory boards.

School Website: www.wrthomasmiddle.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)).

By implementing our school improvement plan, our school we will partner with parents and the community to strengthen the academic programs in our school.

Parents will support instruction that takes place during school hours by providing a learning space at home, communicating with teachers, and keeping informed of their child's progress by checking the Parent Portal frequently.

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)).

The School Improvement Plan at W.R. Thomas Middle School is developed in coordination and integration with all state FTE guidelines, M-DCPS supported materials, resources, and assessments in alignment with benchmarks outlined in the BEST standards.

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)).

We implement a Positive Behavior Intervention and Support program (PBIS) that creates and supports a positive and inclusive school culture. We clearly define behavioral expectations and reward positive behaviors. We provide targeted interventions for students who require additional support in managing their behaviors. As part of our proactive approach to discipline, we also facilitate a mediation room where students can discuss and resolve issues peacefully and with adult guidance. We have two full-time counselors and an itinerant mental health counselor who provide safe spaces for students to discuss mental health concerns. We also promote mental health awareness through after-school clubs, the "Start With Hello" campaign, and educational workshops.

Preparing for Postsecondary Opportunities and the Workforce

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

The school provides access to online career exploration tools and resources, including websites that offer information on colleges, technical schools, and career pathways.

Addressing Problem Behavior and Early Intervening Services

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

W.R. Thomas Middle School utilizes a Multi-Tiered system of supports (MTSS) that consists of three tiers, each with specific strategies and interventions.

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)).

Professional learning activities for teachers to improve instruction and effectively use assessment data are essential for enhancing student learning outcomes. Some of the learning activities we provided through our Professional Learning Support Team include data analysis workshops, literacy training, instructional coaching academies, data chats, professional learning communities, lesson studies, peer observations, feedback loops, and reflection.

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)).

Not applicable to our school site.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI 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.

Not applicable.

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).

Not applicable.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

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