IMAGINE SCHOOL AT TOWN CENTER

2024-25 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 1001.42(18), 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 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); 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, and as calculated under s. 1008.34(3)(b), 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; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://cims2.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

We personalize success in the academic and character development of our students by fostering a nurturing environment where every student and family is known and loved.

Provide the school's vision statement

We deliver quality instruction that exceeds the academic needs of each learner by fostering relationships through communication and collaboration.

B. School Leadership Team

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
Rachael Spires

Position Title
Principal

Job Duties and Responsibilities

Instructional school leader overseeing all schoolwide practices, educators, school employees, and classroom instructional routines

Leadership Team Member #2

Employee's Name
Colleen Fonte

Position Title
Data Coach

Job Duties and Responsibilities

Data Coach. Meets regularly with teachers and leadership team to assess individual student and school data to make instructional decisions.

Leadership Team Member #3

Employee's Name
Maryann Hilton

Position Title
Instructional Coach

Job Duties and Responsibilities

Reading and Math Coach. Meets regularly with K-8 teachers and leadership
team to assess individual student and school data to make instructional decisions.

Leadership Team Member #4

Employee's Name
Sara Nunnally

Position Title
Student Services Coordinator

Job Duties and Responsibilities

Meets with teachers and leadership team to ensure compliance for all students in the areas of ESOL
and state testing. Helps to drive instruction based upon data.

Leadership Team Member #5

Employee's Name
Heather Overton

Position Title
ESE Director

Job Duties and Responsibilities

Meets with teachers and leadership team to ensure compliance of ESE students, monitors instruction
of students, and participates in data conversation to drive instruction.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

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. *(ESEA 1114(b)(2))*

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

We have had collaborative discussions with our stakeholders to discuss the best ways in which to improve our lower ranking areas.

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. *(ESEA 1114(b)(3))*

Each month our leadership team will meet with our regional team to review data and the implementation of strategies within classrooms. We will discuss what is working and what is not, areas in which we are noticing growth, and those in which we are seeing drops. As a team, we will decide what needs to be changed and the best ways to address those changes. Daily walk-throughs will be completed and the data collected from the walk-throughs will also be used to adjust instruction. Teachers will be included during bi-weekly data conversations and evaluation of student work. Teachers will use checks for understanding daily. At monthly staff meetings, we will discuss as a school where we stand in our progress and where adjustments may be needed.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**COMBINATION KG-8**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**NO**
2023-24 MINORITY RATE	**38.1%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**68.8%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	**NO**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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.*	**2023-24: B** **2022-23: B*** **2021-22: B** **2020-21:** **2019-20: B**

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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	
Absent 10% or more school days	28	24	22	24	24	15	9	7		153
One or more suspensions	2	8	6	2	4	4	6	5		37
Course failure in English Language Arts (ELA)	0	1	4	2	0	2	0	0		9
Course failure in Math	0	1	0	3	0	0	0	2		6
Level 1 on statewide ELA assessment				16	9	19	4	8		56
Level 1 on statewide Math assessment				13	11	16	13	10		63
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		36	29	38						103
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	54	24	31	51	23					183

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	2	18	16	10	15	2		64

Current Year 2024-25

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

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

Prior Year (2023-24) 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	36	31	27	26	25	25	23	15	20	228
One or more suspensions	8	5	13	7	10	4	5	14	5	71
Course failure in ELA		5	4	7	2	1				19
Course failure in Math		1	1	4	1	1				8
Level 1 on statewide ELA assessment				20	23	15	8	19	22	107
Level 1 on statewide Math assessment				14	21	30	13	3	8	89
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	12	19	46	42						186

Prior Year (2023-24) 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		1	2	4	14	7	8	2		8	46

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year		1	2	1	14	3					21
Students retained two or more times											0

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

Please note that 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 2023-24 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	57	58	58	57	58	53	55	58	55
ELA Grade 3 Achievement **	60	60	59	61	61	56			
ELA Learning Gains	53	52	59			53			53
ELA Learning Gains Lowest 25%	48	53	54			47			47
Math Achievement *	58	57	59	57	55	55			47
Math Learning Gains	63	62	61			58			58
Math Learning Gains Lowest 25%	56	52	56			54			54
Science Achievement *	46	48	54	48	51	52	38	56	54
Social Studies Achievement *	96	89	72	93	82	68	93	58	59
Graduation Rate			71			74		46	50
Middle School Acceleration	67	62	71	64	59	70	58	55	51
College and Career Readiness			54			53		85	70
ELP Progress			59	61		55		46	70

*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)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	60%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	604
Total Components for the FPPI	10
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
60%	64%	57%	55%		56%	54%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 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.

C. ESSA Subgroup Data Review (pre-populated)

	2023-24 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	39%	Yes	5	
English Language Learners	64%	No		
Asian Students	67%	No		
Black/African American Students	47%	No		
Hispanic Students	58%	No		
Multiracial Students	56%	No		
White Students	63%	No		
Economically Disadvantaged Students	52%	No		

	2022-23 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	29%	Yes	4	1
English Language Learners	61%	No		
Asian Students	64%	No		
Black/African American Students	43%	No		
Hispanic Students	69%	No		
Multiracial Students	47%	No		
White Students	65%	No		
Economically Disadvantaged Students	51%	No		

2021-22 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	37%	Yes	3	
English Language Learners	73%	No		
Native American Students				
Asian Students	82%	No		
Black/African American Students	43%	No		
Hispanic Students	55%	No		
Multiracial Students	56%	No		
Pacific Islander Students				
White Students	57%	No		
Economically Disadvantaged Students	51%	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. (pre-populated)

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	57%	60%	53%	48%	58%	63%	56%	46%	96%	67%			
Students With Disabilities	22%	20%	46%	44%	20%	46%	40%	24%	85%				
English Language Learners	55%				73%								
Asian Students	50%		50%		81%	86%							
Black/African American Students	40%		41%	33%	46%	57%	46%	18%	92%				
Hispanic Students	61%	73%	49%	60%	57%	51%		35%	80%				
Multiracial Students	56%		48%		56%	70%		50%					
White Students	61%	60%	58%	51%	59%	65%	61%	54%	100%	64%			
Economically Disadvantaged Students	49%	49%	49%	47%	48%	52%	42%	37%	93%	58%			

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	57%	61%			57%			48%	93%	64%			61%
Students With Disabilities	16%	20%			25%			18%	64%				
English Language Learners	50%				64%								70%
Asian Students	56%				71%								
Black/African American Students	39%	35%			35%			22%	82%				
Hispanic Students	57%				54%			63%	100%				
Multiracial Students	59%				54%			29%					
White Students	61%	66%			62%			51%	94%	58%			
Economically Disadvantaged Students	46%	45%			49%			34%	84%	47%			

2021-22 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 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	55%		53%	47%	57%	58%	54%	38%	93%	58%			
English Language Learners	64%		57%		76%	96%							
Students With Disabilities	16%		37%	39%	26%	46%	43%	14%	73%				
Native American Students													
Asian Students	75%		79%		87%	85%							
Black/African American Students	38%		45%	50%	39%	49%	52%	25%					
Hispanic Students	60%		58%	50%	68%	56%	64%	26%					
Multiracial Students	61%		61%	56%	56%	50%		50%					
Pacific Islander Students													
White Students	55%		52%	44%	58%	59%	52%	40%	95%	58%			
Economically Disadvantaged Students	46%		48%	46%	49%	54%	57%	33%	90%	36%			

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.

		2023-24 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	60%	61%	-1%	55%	5%
Ela	4	64%	56%	8%	53%	11%
Ela	5	50%	54%	-4%	55%	-5%
Ela	6	60%	56%	4%	54%	6%
Ela	7	59%	51%	8%	50%	9%
Ela	8	52%	53%	-1%	51%	1%
Math	3	45%	60%	-15%	60%	-15%
Math	4	71%	64%	7%	58%	13%
Math	5	44%	55%	-11%	56%	-12%
Math	6	36%	54%	-18%	56%	-20%
Math	7	71%	48%	23%	47%	24%
Math	8	70%	57%	13%	54%	16%
Science	5	42%	53%	-11%	53%	-11%
Science	8	49%	55%	-6%	45%	4%
Civics		96%	69%	27%	67%	29%
Algebra		85%	61%	24%	50%	35%

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?

Imagine School Town Center showed the greatest improvement within our SWD student population in ELA achievement. Our SWD students grew from 16% to 22%. This significant increase came from using the Science of Reading as our foundation for all subject areas. Our ESE teachers and classroom teachers have all focused on pre-teaching, vocabulary instruction, building background knowledge, and phonics instruction.

Lowest Performance

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

Imagine School Town Center showed the lowest performance in 6th grade math. The 6th grade math class had a proficiency rate of 36%. Several factors contributed to this decline including a significant change in teachers for the class as students had 3 different math teachers in one school year. Student behaviors escalated because of the lack of classroom management during all of the changes.

Greatest Decline

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

Imagine School Town Center overall had the greatest decline in math, specifically in grades 3 and 6. In grade 3 scores dropped from 64% to 45% proficient. This decline resulted in a lack of benchmark knowledge from teachers when switching from Florida State Standards to the BEST Math Benchmarks. We believe that the lack of knowledge from teachers with the new benchmarks, the resources not being used to fidelity (BIG-M, curriculum), as well as the lack of mastery in mathematical fluency affected our learning growth and proficiency for the year. Again Imagine School Town Center recognizes 6th grade math as having the largest gap when compared to the state average. he 6th grade math class had a proficiency rate of 36%. Several factors contributed to this decline including a significant change in teachers for the class as students had 3 different math teachers in one school year. Student behaviors escalated because of the lack of classroom management during all of the changes.

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.

Imagine Town Center recognizes 6th grade math as having the largest gap when compared to the state average. he 6th grade math class had a proficiency rate of 36%. Several factors contributed to this decline including a significant change in teachers for the class as students had 3 different math teachers in one school year. Student behaviors escalated because of the lack of classroom management during all of the changes.

EWS Areas of Concern

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

Imagine Town Center recognizes two potential areas of concern. The first is substantial math (K-4) and reading (K-3) deficiencies and the number of absences in students.

Highest Priorities

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

Imagine School Town Center priorities:

1. Unpacking standards
2. Creating student learning scales for math
3. Vocabulary
4. Foundational Skills

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

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

Imagine School Town Center saw a significant drop in math, specifically in 3rd and 6th grade. However, many other grade levels also saw a slight drop. Teachers are not teaching to fidelity as they are unfamiliar with the new math benchmarks. With a lack of vertical planning, it has become apparent that measures were not taken into account of what skills may be missing with the change in benchmarks. By not using state-approved curriculum to fidelity and the lack of benchmark-aligned instruction, our students are moving on to the next grade level with gaps in their learning. This area has been identified as crucial as we saw a 19 and 22-point decrease in two of our grade levels. That is a trend that cannot continue.

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.

Imagine School Town Center students will perform at a proficiency of 55% or higher on Math FAST by the end of the school year and achieve an SGP of 50 on their Star Math assessment. Imagine SWD students will have a math learning gain of 50% compared to the 46% from last year.

Monitoring

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

The Imagine School Town Center data assessment team will review data after each testing assessment: four times per year for Star and three times per year for FAST. After reviewing the data together, the data coach will meet with each grade-level team to help teachers use the data to guide their instruction for gaps in learning. Monthly, the academic coach will meet with each grade-level team to review and discuss summative assessments being used and the data they are yielding. Together data will be used to ensure classroom instruction is aligned to benchmarks.

Person responsible for monitoring outcome

Colleen Fonte

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Each grade level at Imagine School Town Center will create learning scales for math. The scale is rated from 1 to 4. On the learning scale, a one means the student is working on an essential skill that may be below grade level, a two means the student is learning, a three means the student is proficient in the skill, and a four means the student is being challenged with the skills. The math scales will align with the Florida-approved curriculum and the Florida Math Benchmarks.

Rationale:

In creating learning scales by grade level, the teachers must become familiar with their curriculum, benchmarks, and vertical planning. The learning scales also allow the students to know where they are in mastering the benchmarks, as the student and teacher have to mark off where the student has mastered a skill.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Mathematic Learning Scales

Person Monitoring:	**By When/Frequency:**
Maryann Hilton	Weekly

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

Maryann will attend weekly collaboration meetings to review the progress of implementing math learning scales. Teachers will use their curriculum, the BIG-M, and benchmarks. Teachers will explain the learning scale and expectations to the students. Teachers will have a daily understanding of where the students stand in a benchmark from exit tickets that are helping to monitor critical components of the learning scales.

Action Step #2

Mathematic Learning Scales

Person Monitoring:	**By When/Frequency:**
Colleen Fonte	Monthly

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

Colleen will review learning scale data with teachers to ensure growth is happening. Using the learning scales and data from Star Math and FAST testing, the team will be able to align benchmarks

to their instructional strategies and make any adjustments based upon the data.

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

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

Imagine School Town Center will focus on the learning gains of our SWD population in both reading and math. Our learning gain for ELA is 44%, and our learning gain for math is 40%. We aim to raise the learning gain to 47% in both subject areas. While our learning gain grows each year, we must continue to move upward to close gaps. We could lose momentum in our learning gains without continuing to push in this area.

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.

Imagine School Town Center will use the FAST Math and Reading test to monitor student growth to be on track for 47% learning gains. We will also use Star Reading and Math to monitor our progress so that the SWD population can have a learning gain of 50.

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.

Working with our data and academic coaches, our ESE interventionists, and each grade level will work together to determine student growth. Teams and interventionists will meet weekly with our academic coach to plan learning strategies and discuss progress monitoring of SWD students. The interventionists, teachers, and data coach will review formative and summartive assessments monthly to determine what changes may need to be made.

Person responsible for monitoring outcome
Colleen Fonte

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Teachers and interventionists will use the Science of Reading to continue building foundational skills for student learning in reading. This includes vocabulary instruction, phonics/phonemic awareness, fluency, comprehension, and background knowledge. SWD students will use STAR CBM to monitor progress and fluency in phonics.

Rationale:
By continuing to build their skills using the Science of Reading, we can backfill any learning gaps that the students have. Progress monitoring of particular skills helps us to see student growth each month.

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

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

Description of Intervention #2:
Teachers and interventionists will systematically teach basic mathematical skills to build fluency. Students will have a clear understanding of the vocabulary for each unit as it is taught to them. Interventionists will use STAR CBM to complete progress monitoring on math fluency.

Rationale:
By continuing to build their foundational skills in math through fluency and vocabulary, we can backfill any learning gaps that students have. Progress monitoring of particular skills helps us to see student growth each month.

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

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

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
SWD Learning Gains in Reading

Person Monitoring:	**By When/Frequency:**
Sara Nunnally, Heather Overton	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Intervention teachers will develop a baseline for student reading growth through the Core Phonics, Fluency (Star CMB), Star, and FAST reading tests. Intervention and classroom teachers will determine a goal for each student. Sara and Heather will meet with the interventionists for our SWD students monthly to review progress monitoring data. Sara and Heather will work with the team to determine if sufficient progress has been made for each student. The team will determine what instructional changes may be necessary based on the data collected for the month.

Action Step #2
SWD Learning Gains Math

Person Monitoring:	**By When/Frequency:**

Sara Nunnally, Heather Overton   Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Intervention teachers will develop a baseline for student math growth based on fluency and other mathematical skills. They will also use Star and FAST math to help collect data. Intervention and classroom teachers will determine a goal for each student. Sara and Heather will meet with the interventionists for our SWD students monthly to review progress monitoring data. Sara and Heather will work with the team to determine if sufficient progress has been made for each student. The team will determine what instructional changes may be necessary based on the data collected for the month.

IV. Positive Culture and 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.

Imagine School Town Center is like many other schools within the state, and we see a handful of students with excessive absences throughout the year. When students are not in school, they miss learning opportunities and information. SWD students who miss school regularly miss out on not only instructional time but also their meetings to help fill their learning gaps. We cannot improve our data with low attendance numbers.

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.

Student absences will decrease to less than 3% of the student body daily. Student tardies and students leaving early will also decrease by 3%.

Monitoring

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

Student attendance is monitored through Skyward. The attendance clerk schedules meetings with families once their student has 10 excused absences for the school year. Students with excessive absences and tardies are placed on an attendance contract to help provide support so the student can get to school and be successful.

Person responsible for monitoring outcome
Karen Daley, Rachael Spires

Evidence-based Intervention:
Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Students are allowed 10 excused absences per year, 5 for each semester. The attendance clerk will contact families once the student has run out of excused absences.

Rationale:
If attendance does not change once the families have been contacted by telephone and mail, an attendance meeting is scheduled with the parents, principal, attendance clerk, and social worker. At this meeting, we will devise a plan to overcome barriers that are preventing their child from being at school. The parents will then sign an attendance contract.

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 #1
Attendance Contract

Person Monitoring:	**By When/Frequency:**
Karen Daley, Rachael Spires	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Karen and Rachael will meet monthly to discuss the students with excessive absences. Karen will then schedule a meeting with the family. At the scheduled meeting, we will discuss possible barriers causing the absences and devise a plan to overcome those barriers, such as bussing, the student being picked up by a staff member, and support from the social worker. The parents will then sign an attendance contract. Should the attendance contract be in violation and absences continue to occur, the result may be to be forwarded to the school district for a truancy hearing.

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 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. (ESEA 1114(b)(4))

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

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

No Answer Entered

Plans to Strengthen the Academic Program

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

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, 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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

Imagine School Town Center values social-emotional learning and strong character development. Our students have character embedded in every part of their school days. We participate in Wellness Mondays, in which students and teachers follow a curriculum to help them learn to navigate emotions and feelings. We offer school-based counseling through ADAPT twice weekly for those students who may need it.

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. (ESEA 1114(b)(7)(iii)(II))

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

All students receive Tier 1 instruction from character development and social-emotional learning. Behaviors that escalate and require a goal are placed into Tier 2 behavior MTSS. At this point in the process, we are setting a goal and having check-ins with the teacher. Should the behaviors persist and progress is not being made after a period of time, the student is moved to Tier 3 MTSS, which then includes a goal being made and weekly check-ins with our behavior specialist.

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. (ESEA section 11149b)(7)(iii(V)).

Imagine School Town Center offers monthly professional learning to all our staff members. Our professional learning is based on current studies and what staff at our school need to succeed in the

ever-changing world of education. We are able to retain teachers based on our task-force structure that allows for all stakeholders to have a voice.

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. (ESEA 1114(b)(7)(iii)(V))

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

Imagine School Town Center uses all ESSA rating material and curriculum to meet the needs of our students.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

Resources: Wit and Wisdom, Fundations, Eureka 2, Florida Benchmarks Reading and Math, UFly, Star Reading and Math, FAST Reading and Math

Data will include formative and summative assessments as well as classroom walk throughs.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

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